Department of Education, Culture, & Society (ECS) 5634/6634:
FOUNDATIONS OF BILINGUAL BICULTURAL EDUCATION
FOR LINGUISTICALLY DIVERSE STUDENTS
(Formerly: FOUNDATIONS OF DUAL LANGUAGE IMMERSION EDUCATION)
Mondays, 4:35-7:05PM, MBH Rm. 112
SPRING 2015
Course Syllabus - Revised

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Course Description (3 hours of credit)**:**
This course offers a critical examination of the range of bilingual bicultural education options available in schools and communities across the U.S. for culturally and linguistically diverse (CLD) students entering schools speaking a language other than English. Topics to be discussed include the legislative history of language education in the U.S., the latest research in second language acquisition, a review of different bilingual bicultural language education program types and practices (i.e., heritage language & indigenous language education, ESL, transitional, maintenance, dual immersion), critical issues and trends in language education, research on the effectiveness of well-implemented language education models, and ways to evaluate the quality of these programs. Students enrolled in 6634 and 7634 will be expected to meet a higher standard of performance and may be assigned additional work based on their level of graduate study.

Course Objectives:
At the end of the course, the student will be able to:
• Understand the historical roots of policies and programs for educating English Language Learners
• Explain general principles of first and second language acquisition research and its implications for classroom instruction (literacy and content area subjects)
• Identify and follow local, state and federal laws and policies as they pertain to English Language Learners (ELLs), their instruction, and their families
• Articulate and defend philosophies and theories of bilingual/bicultural education
• Synthesize and critique current research and implementation of programs for English Language Learners
• Describe the pros and cons for the structure and variety of models of bilingual/bicultural education programs in the United States
• Demonstrate knowledge of how to use family and community members as a resource in learning

For students seeking to use course to meet ESL endorsement Standard V:
• Employ strategies to empower parents/families to participate in their child's education
• Evaluate, select, and advocate for applicable models of family and community involvement and support implementation

Meets Utah State ESL endorsement (Standard II Cultural Diversity [3 credits] OR Standard V Family and Community [3 credits])

Required Text:
  1. [Wright] – Wright, W. (2011). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Philadelphia, PA: Caslon Publishers.
  2. [Darder] – Darder, A. (2012). *Culture and power in the classroom*. NY: Bergin & Garvey.

**Additional required readings will be available through Blackboard Vista.

Recommended Texts:
1. [Baker] – Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism* (5th Edition). Bristol: Multilingual Matters.
2. [Howard & Sugarman] Howard, E. R. & Sugarman, J. (2007). *Realizing the Vision of Two-Way Immersion: Fostering Effective Programs and Classrooms*. CAL and Delta Publishing Company.
3. Publication Manual of the American Psychological Association 6th Edition (APA Manual).

Course Requirements:
The course is designed to be highly interactive; therefore, participation is not only expected, but it is also required. Assignments and activities are intended to help students develop a comprehensive knowledge base of bilingual/bicultural education and its issues, and encourage the development of skills in: critical thinking, reflection, and cooperative learning.
Required Technology Access: Access to university e-mail & Canvas are essential elements of this class.

Grading
   Weight of Assignments
  25%--Participation
  10%--Reflexive Exercise (Getting to Know Myself)
  25%--Comparison of Language Education Models Paper
  40%--Final Project Research Paper & Presentation
  100% of 100 points

   Grading Scale - Grades are assigned based on the following scale:

Letter Scale	4-Pt Scale	% Points	Letter Scale	4-Pt Scale	% Points
A	4.0	94-100	**C**	2.0	74-76
A-	3.7	90-93	**C-**	1.7	70-73
B+	3.3	87-89	**D+**	1.3	67-69
B	3.0	84-86	**D**	1.0	64-66
B-	2.7	80-83	**D-**	0.7	60-63
C+	2.3	77-79	**E**	0.0	Below 60

Participation (25%)
Your grade in this area is based on your participation in class activities and homework assignments as well as your "cyber" participation in discussion board assignments related to your ethnographic fieldwork project. In addition, class sessions will include short lectures, partner or small-group conversations, video responses, and whole-class discussions based in part on the readings. It is important to not only have good oral participation in class, but also <u>to not dominate</u> discussions but rather demonstrate active listening skills toward others. Graduate students are required to lead one class facilitation on a topic of their choice under the themes covered weekly in this seminar to receive any credit for participation. This will include developing discussion questions and activities and a short presentation that: a) provides a concise summary of the readings you drew on and the main points discussed, how these readings relate to other readings (from this course or done outside this class), and your "response". You should submit the following in writing: a) the topic area you are covering, b) concise summary of the main points to be discussed, c) list of all the references you used (provided in APA format), and d) 3-5 questions you developed to facilitate discussion. *Please do not read to us or lecture at us;* it is much more meaningful to **engage the class in discussion** and **meaningful activities**. You will have a total of 30-40 minutes for your presentation. You are welcome (but not required) to incorporate multimedia into your presentation. If you

need additional equipment for your presentation please let me know at least one week in advance. **DUE: Ongoing**

Reflexive Exercise (10%): Each student will be required to complete a getting to know myself exercise at the beginning of the semester with an update at the end of the semester. The purpose of this assignment is to assist students in clearly defining and articulating a personal and professional statement of their values, beliefs, experiences and goals as a bilingual/dual language and/or English language development (B/CLAD) educator. Further details and grading rubrics will be posted on Canvas.

"Getting to Know Myself" Exercise **DUE: January 26th**

UPDATED "Getting to Know Myself" Exercise - **DUE: Thursday, April 30th**

Comparison of Bilingual Bicultural Language Education Models (25%). You will be investigating the pros and cons of two forms of bilingual bicultural education models (weak and strong forms) through course readings, academic books and articles, on the internet and elsewhere. 6634 students are also expected to add a comparison of two forms of English-medium models. You have the option of working in groups or individually (with instructor approval) on one of two options: 1) *Comparative Paper*: write a 3-6 page, double spaced **OR** 2) *Comparative PowerPoint/Prezi*: develop a minimum 10 core slide multimedia presentation supported by narration, that provides: a) a contrastive analysis of two competing models of bilingual bicultural education (6634 students will add a contrastive analysis of two competing English-medium models of language education) b) supported by academic sources, and c) concludes with your viewpoint of the best model and why this model was selected (including what ideologies and biases have influenced this choice). More detailed guidance and grading rubric is posted on Canvas.

DUE: Feb 9th: **Part 1: In-Class Activity on English-only/Bilingual Education Debate (10 pts)**
March 9th: **Part 3: Presentation of Draft Paper/PowerPoint as part of School Board Enactment for Peer Review (10 pts)**
March 23rd: **Part 2: Final Paper/PowerPoint with narration (text or voice) (80 pts)**

Final Project Research Paper & Presentation (40%) - Looking at Utah's Bilingual Bicultural program landscape*: Select a bilingual bicultural education program to observe or volunteer in Salt Lake City or surrounding communities (list available on Canvas) and conduct your own investigative research on how the specific topic area you selected is implemented in this program. Sample questions to ponder: What does current research tell us about best practices related to the topic I have chosen to explore?; How does this research compare to the practices I am seeing implemented within the bilingual bicultural program I am visiting?; What could be done to improve the work of the program you analyze in its work on the topic you researched with linguistically diverse children, families and communities? Additional guidance will be posted on Canvas.

Step 1: Prepare a 1-page (double space) overview of where and what you will study over the coming semester. You should include: statement of specific issue to be studied (within key broad program areas); identification of bilingual bicultural education model within which you will focus, grade level within which you will focus (preschool, elementary, secondary), outline how you will gather data/timeline (must include at least 4 hours of observation/interviews), and an initial list of 2 research references (journals, books, etc.) for the issue selected. **DUE: Mar. 9th** (peer review)
Step 2: Gather data according to timeline submitted. **Completed by: April 6th**
Step 3: Draft Outline of Paper with at least 5 research references for peer review **DUE: April 13th**
Step 4: Present an oral version of your paper. Once again, you may use any media or instruction technique and you are invited to be innovative. **DUE: April 20th or 27th**
Step 5: Write 8-10 page research report on your findings related to selected issue, contrastive analysis of research based information versus actual program observed, observed program strengths related to selected issue, and recommendations for improvements. (Support identified strengths, areas in need for improvement and recommendations with scholarly references.) **DUE: Thursday, April 30th**

Expectations:

Reading Assignments
Students are expected to prepare for classroom discussions and activities by completing assigned readings **PRIOR** to coming to class. Such preparation will help them understand the content matter more effectively and prepare them for in-class discussions, activities, and assignments. Therefore, if a student does not read the required readings, s/he will not be able to participate in class and points will be deducted from the final grade for repeated lack of preparedness.

Attendance
Attendance of scheduled classes is essential for the completion of this course. Activities designed for class participation cannot be replicated apart from class sessions. Attendance will be checked at the beginning of each class period. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Absences should be limited; excused ones include those due to official university business, a conflict with the practice or celebration of a student's religion, having a fever within 24 hours of class time, or extreme emergencies. Please email me ahead of time if you will not be able to attend a particular class session. Upon the third unexcused absence of a student, the student will be asked to drop the course. If the drop period has expired, the student will receive a reduction in the final grade by one letter grade. Each additional absence will result in a subsequent reduction of the final grade by an additional letter grade.

Field Work
You are responsible for selecting/contacting potential school sites for your project (Some suggested sites will be posted on Canvas). A site supervisor agreement form that should be signed by the school person you will be spending the most time with will be posted on Canvas. If you have any questions or concerns, please set up an appointment with me. Please make sure that you have passed the State and Federal background check through the Utah State Office of Education (see the following link: http://uite.utah.edu/background-check.php).

Quality of Assigned Work
A standard of written English appropriate for upper undergraduate and graduate level students will be work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. Please use APA (6th ed.) formatting guidelines. To improve readability of assignments, standard print styles should be used (e.g. Times New Roman, Arial, Times, New York). **Font size must be 12 point**. Your name, course, assignment topic, and date are required on ALL written assignments. Pages should be numbered. ***Full credit cannot be earned for work that does not meet these professional standards.***

Submission of Assignments
Assignments must be submitted electronically on or before the specified due date through CANVAS. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor **PRIOR** to the due date. If you are absent on the day an assignment is due, make arrangements to submit the assignment. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmission will be allowed unless the professor requests the student to do so.

Student Professional Behavior:
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. It is available on the web (www.admin.utah.edu/ppmanual/8/8-

10_pdfs/8-10_section_1.pdf). Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, **PLAGIARISM,** and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. In addition, in order to minimize distractions, students should not leave the room during class unless an emergency arises. We will have a fifteen-minute break during the middle of each class session, helping with restroom and hydration issues. Students should also refrain from engaging in individual conversations during lectures or class discussions. **PLEASE TURN OFF CELL PHONES** unless this is a "baby phone" and you are the only caregiver that can be reached during class time.

Students with Disabilities
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Accommodation Policy:
Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf."

Incompletes:
A grade of an "Incomplete", or "I", is not permissible for ECS graduate students. Instructors will assign students a grade based on the work that they have completed during the course of the semester. Students may request that an instructor re-evaluate a grade upon completion and grading of a final course paper or project, if it is submitted past the end of the semester. Faculty are not required to do so, however. Students may petition faculty for an exception to policy on grounds of a medical or family emergency. Students will need to show documentation of the emergency. All appeals beyond the course instructor will be adjudicated by the ECS Graduate Advisor.

Grades Toward ECS Graduate Student Graduation:
The Department will only apply courses towards ECS graduate student graduation that have a minimum grade of a B-. Students will need to reenroll in the class and improve a grade that is a C or less.

Course Schedule:

The following is a proposed schedule of readings, activities, and assignments. This outline is intended to be flexible to accommodate time limitations and class dynamics. If you are absent, please contact classmates and/or consult the Blackboard Vista course site to determine what you missed and what adjustments may have been announced in the schedule. It is your responsibility to keep updated with course changes.

WEEK ONE – January 12th   Orientation and Review of Course Requirements

WEEK TWO – January 19th NO CLASS MLK Holiday Who are ELs & Issues of Language Maintenance and Shift

- Wright, Ch 1: Who are English Language Learners? (pp. 1-22)

WEEK THREE – January 26th   Who are ELs & Issues of Language Maintenance and Shift

- Wong Fillmore, L. (2000). Loss of family languages: Should educators be concerned? *Theory into Practice,* 39(4), 203-210.
- Baker, Ch 4: Languages in Society (pp. 66-91)

DUE: 'GETTING TO KNOW MYSELF' ASSIGNMENT

WEEK FOUR – February 2nd   Theories of Bilingual language Development

- Wright, Ch 2: Second language learning and teaching (pp. 23-50)
- Baker, Ch 1: Bilingualism: Definitions and Distinctions (pp. 1-17)

Week Four Recommended Readings:

- Baker, Ch 5: The Early Development of Bilingualism (pp. 92-114)
- Baker, Ch 6: The Later Development of Bilingualism (pp. 115-137)
- Bialystok, E. (2007). Cognitive Effects of Bilingualism: How linguistic experience leads to cognitive change. *International Journal of Bilingual Education & Bilingualism, 10*(3), 210-223.

WEEK FIVE* – February 9th History of Bilingual Education, Ideological Agendas & the Bilingual Education Debate

- Wright, Ch 3: Language and Education Policy for ELLs (pp. 51-80)
- Baker, Ch 17: Bilingualism & Bilingual Ed. as a Problem, Right, and Resource (pp. 373-388)
- Baker, Ch 18: Bilingualism & Bilingual Ed.: Ideology, Identity and Empowerment (pp. 389-409)
- Dicker, S. J. (2000). Official English and Bilingual Education: The controversy over language pluralism in U.S. society. In J. K. Hall & W. G. Eggington (eds.) *The sociopolitics of English language teaching* (pp. 45-66). Clevedon, UK: Multilingual Matters.

Week Five Recommended Readings:

- Menken, K. (2013). Restrictive language education policies and emergent bilingual youth: A perfect storm with imperfect outcomes. *Theory Into Practice, 52,* 160-168.
- Palmer, D. & Lynch, A. W. (2008). A bilingual education for a monolingual test? The pressure to prepare for TAKS and its influence on choices for language of instruction in Texas elementary bilingual classrooms. *Language policy, 7*(3), 217-235.

DUE: IN-CLASS ACTIVITY: ENGLISH ONLY v. BILINGUAL ED DEBATE

WEEK SIX – February 16th NO CLASS President's Day Holiday

- Baker, Ch 8: Cognitive Theories of Bilingualism & the Curriculum (pp. 163-181)

WEEK SEVEN – February 23rd   Educational Program Models for ELs

- Wright, Ch 4: Program Models for ELLs (pp. 81-110)
- Wright, Ch 10: Primary Language Support (pp. 267-284)
- Baker, Ch 11: Education for Bilingualism and Biliteracy (pp. 221-252)
- USOE, Immersion education in Utah (p. 1)

Week Seven Recommended Readings:
- Wright, Ch 9: Content-area instruction for ELLs (pp. 239-266)
- Fortune Ch 1: One-way, two-way and indigenous immersion: A Call for Cross fertilization
- García, O. & Bartlett, L. (2007). A speech community model of bilingual education: Educating Latino newcomers in the USA. *The Int'l Journal of Bilingual Ed. & Bilingualism, 10*(1), 1-25.
- Gómez, L. et. al. (2005). Dual language education: A promising 50-50 model. *Bilingual Research Journal, 29*(1), 145-164.

DUE: IN-CLASS GROUP WORK ON COMPARISON OF PROGRAM MODELS ASSIGNMENT

WEEK EIGHT* – March 2nd Research on Effectiveness of Language Education Programs for ELs
- Baker, Ch 12: The Effectiveness of Bilingual Education (pp. 253-281)

Week Eight Recommended Readings:
- Lindholm-Leary, K. & Hernández, A. (2011) Achievement and language proficiency of Latino students in dual language programmes: Native English speakers, fluent English/previous ELLs, and current ELLs, *Journal of Multilingual and Multicultural Development, 32*(6), 531-545.
- Umansky, I. M. & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms. *American Educational Research Journal*, 1-34. http://aer.sagepub.com/content/early/2014/08/04/0002831214545110
- Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory Into Practice, 51,* 256-262.
- Rolstad, K. et. al. (2005). Weighing the evidence: A meta-analysis of bilingual education in Arizona. *Bilingual Research Journal, 29*(1), 43-67.
- Collier, V. P. & Thomas, E. P. (2004). The astounding efectiveness of dual language education for all. *NABE Journal of Research and Practice, 2*(1), 1-20.
- Guerrero, M. (2004). Acquiring academic English in one year: An unlikely proposition for English language learners. *Urban Education, 39*, 172-199.

DUE: IN-CLASS GROUP WORK ON COMPARISON OF PROGRAM MODELS ASSIGNMENT

WEEK NINE – March 9th Principles of Bilingual Education: Evaluating Educational Programs for Bilingualism, Biliteracy, and Biculturalism
- Baker, Ch 13: Effective Schools and Classrooms for Bilingual Students (pp. 282-310)
- Howard, Sugarman, Christian, Lindholm-Leary & Rogers (2007). *Guiding Principles for Dual Language Education*
- Alanis, I (2008). Sustaining a dual language immersion program: Features of success. *Journal of Latinos in Education, 7*(4), 305-319.

Week Nine Recommended Readings:
- Torres-Guzman, M. E., et. al. (2005). Self-designated dual language programs: Is there a gap between labeling and implementation? *Bilingual Research Journal, 29*(2), 453-474.
- Howard & Sugarman, Ch 4: Promoting bilingualism & biliteracy through culture of intellectualism (pp. 61-84)
- Howard & Sugarman, Ch 6: Promoting bilingualism & biliteracy through culture of leadership (pp. 105-122)

DUE: IN-CLASS GROUP PRESENTATIONS ON PROGRAM MODELS IN SCHOOL BOARD MEETING ENACTMENT (Peer Review) & FINAL PROJECT TOPIC PROPOSAL

WEEK TEN – March 16th NO CLASS Spring Break Holiday
ENJOY!

WEEK ELEVEN – March 23ʳᵈ Planning for the Strategic Use of Two Languages

- Beeman, K. & Urow, C. (2013). Planning the strategic use of two languages. In *Teaching for Biliteracy: Strengthening bridges between languages* (pp. 48-65). Philadelphia, PA: Caslon Publishing.
- Beeman, K. & Urow, C. (2013). The bridge: Strengthening connections between languages. In *Teaching for Biliteracy: Strengthening bridges between languages* (pp. 133-150). Philadelphia, PA: Caslon Publishing.
- Howard, E. R., Sugarman, J., & Coburn, C. (2006). *Adapting the sheltered instruction observation protocol (SIOP) for two-way immersion education: An introduction to the TWIOP* (pp. 1-20). Center for Applied Linguistics.

Week Eleven Recommended Readings:
- WIDA Consortium (2009). *English language learner CAN Do Booklets PreK-12*
- Fortune Ch 4: Integrated language and content teaching: insights from the immersion classroom
- Chamot & O'Malley (1994). *The CALLA Handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley Publishing

DUE: LANGUAGE ED MODELS COMPARISON PAPER or POWERPOINT WITH NARRATION (Final Draft)

WEEK TWELVE – March 30ᵗʰ   Embedding "Culture" and "Critical Pedagogy" into Bilingual Language Education Practices

- Darder (2012). The link between culture and power. In *Culture and power in the classroom* (2ⁿᵈ ed.) (24-43). NY: Bergin & Garvey.
- Darder (2012). A critical theory of cultural democracy. In *Culture and power in the classroom* (2ⁿᵈ ed.) (44-64). NY: Bergin & Garvey.
- Darder (2012). The foundation for a critical bicultural pedagogy. In *Culture and power in the classroom* (2ⁿᵈ ed.) (79-102). NY: Bergin & Garvey.
- Darder (2012). Creating the conditions for cultural democracy in the classroom. In *Culture and power in the classroom (2ⁿᵈ ed.)* (103-130). NY: Bergin & Garvey.
- Darder (2012). Forging a critical bicultural praxis: Stories from the field [first story only]. In *Culture and power in the classroom (2ⁿᵈ ed.)* (131-142). NY: Bergin & Garvey.

Week Twelve Recommended Readings:
- Olivos, E. M. (2006). *The Power of Parents: A critical perspective of bicultural parent involvement in public school*. NY, NY: Peter Lang.
- Delgado-Gaitan, C. (2012). Culture, literacy, and power in family-community-school relationships. *Theory Into Practice, 51*, 305-311.
- Fortune Ch 5: Diversity up close: Building alternative discourses in the 2-way immersion class.
- Cummins, J. (2002). Rights and responsibilities of educators of bilingual/bicultural children (Ch 16, pp. 195-210). In L. Diaz Soto (Ed.). *Making a difference in the lives of bilingual/bicultural children*. NY, NY: Peter Lang.
- Valdés, G. (1997). Dual language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review, 67*(3), 391-429.
- Howard & Sugarman, Ch 5: Promoting bilingualism & biliteracy through culture of equity (pp. 85-104)

WEEK THIRTEEN – April 6ᵗʰ Bilingual Language Education Practices: Oral Language Development of Bilingual Students

- Beeman, K. & Urow, C. (2013). Language resources, linguistic creativity, and cultural funds of knowledge. In *Teaching for Biliteracy: Strengthening bridges between languages* (pp. 66-77). Philadelphia, PA: Caslon Publishing.

- Beeman, K. & Urow, C. (2013). Building background knowledge. In *Teaching for Biliteracy: Strengthening bridges between languages* (pp. 78-87). Philadelphia, PA: Caslon Publishing.
- Wright, Ch 6: Listening and Speaking (pp. 141-168) [focused on English Language Developmt]

DUE: COMPLETE DATA GATHERING FOR FINAL PAPER

WEEK FOURTEEN – April 13th Bilingual Language Education Practices: Literacy, Biliteracy & Multiliteracies for Bilingual Students

- Baker, Ch 14: Literacy, Biliteracy and Multiliteracies for Bilinguals (pp. 311-337)
- Velasco, P. & Garcia, O. (2014). Translanguaging and the writing of bilingual learners. *Bilingual Research Journal, 37(*1), 6-23.
- Wright, Ch 7 Reading (pp. 169-203) [focused on English language development]
- Wright, Ch 8 Writing (pp. 204-238) [focused on English language development]

Week Fourteen Recommended Readings:
- Dworin, J. (2003). Insights into biliteracy development: Toward a bidirectional theory of bilingual pedagogy. *Journal of Hispanic Higher Education, 2*(2), 171-186.
- Gort, M. (2006). Strategic codeswitching, interliteracy, and other phenomena of emergent bilingual writing: Lessons from first grade dual language classrooms. *Journal of Early Childhood Literacy, 6(*3), 323-354.
- Slavin & Cheung (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research, 75*(2), 247—284.
- Hopewell, S. & Escamilla, K. (2014). Struggling reader or emerging biliterate student? Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research, 46*(1), 68-89.

DUE: OUTLINE OF FINAL PAPER (PEER REVIEW)

WEEK FIFTEEN – April 20th CLASS ORAL PRESENTATIONS OF FINAL PROJECT PAPERS

DUE: FINAL PROJECT PRESENTATION (1st group)

WEEK SIXTEEN, April 27th CLASS ORAL PRESENTATIONS OF FINAL PROJECT PAPERS

DUE: FINAL PROJECT PRESENTATION (2nd group)   LAST DAY OF CLASS

THURSDAY, April 30th

DUE:
  (1) **FINAL PROJECT RESEARCH PAPER &**
  (2) **UPDATED GETTING TO KNOW MYSELF PAPER**