

University of California, San Diego

**EDS 125: History, Politics, and Theory of Bilingual Education:
Global Perspective
Spring 2024**

Instructor: Dr. María José Aragón
she/her/hers/ella

Email: mjaragon@ucsd.edu

Office Hours: Tues. 1-2 pm/by appointment

<https://ucsd.zoom.us/my/mjaragon>

TA: Rita M. Ewaz
she/her/hers

rmohamma@ucsd.edu

Office Hours by appointment

Class Sessions: Tues. & Thurs., 11:00 am-12:20 pm, Room 0115, Ridge Walk Academic Complex (RWAC)

Overview:

This course provides a historical overview and explores models of bilingual education from a global perspective. Students will examine sociocultural, theoretical, and policy issues associated with primary and second language instruction, as well as legal requirements for public school bilingual programs in the United States. The course has been approved for satisfaction of the UCSD [Diversity, Equity and Inclusion requirement](#). The course also addresses competencies required for the California Commission on Teacher Credentialing [Bilingual Authorization](#) Program Standard 3: *The context for bilingual education and bilingualism*. EDS 125 meets requirements for either Category C or Category D for EDS Minors in Education Studies as well as the *Education in a Diverse Society* course requirement for the EDS Bachelor in Education Sciences.

Topics include:

- Philosophical, theoretical, and legal foundations of bilingual education and their effects on program design and educational achievement
- Research on bilingual program effectiveness
- Research on the cognitive effects of bilingualism and biliteracy development
- Understanding the family and community as a primary language and cultural resource
- Understanding the influence of an intercultural classroom climate and school community on students' motivation, participation, and achievement
- Understanding influence of historical events and immigration on bilingual education

Required Texts:

Baker & Wright (2021). *Foundations of Bilingual Education and Bilingualism 7th Edition*. Bristol, UK: Multilingual Matters.

Additional required readings listed below and available on Canvas.

Course Assignments:

Assignment	Grading Criteria	Points
<p><i>Participation</i> Students are expected to attend class meetings, complete all reading, writing and discussion board assignments, and to be prepared to participate in all class activities.</p>	<p>2 = Thoughtful engagement with assigned materials. 1 = Little or no evidence of engagement with assigned materials. 0 = No submission. No makeups or late work accepted.</p>	36
<p><i>Understanding Bilingualism & Language Policy</i> Students will practice ethnographic methods to develop understandings of language practices, language development, translanguaging, and student experiences in bilingual education. <i>Part 1: Language Observation (Week 3, April 16)</i> <i>Part 2: Language Interview (Week 5, May 3)</i></p>	Details on Canvas.	15 20
<p><i>Examining and Developing Bilingual Programs</i> Students will have the opportunity to examine bilingual programs in international perspective and develop their own community-based bilingual program. <i>Part 1: Global Perspectives Project</i> A. Presentation (Week 7, May 17) B. Synthesis Paper (Week 8, May 24) C. Survey (Week 8, May 24) <i>Part 2: Program Design Project</i> A. Final Program Proposal (Finals Week, June 11)</p>	Details on Canvas.	10 20 4 20
<i>Total Points</i>		125

Grading Scale (based on percentage):

100-99	A+	89-88	B+	79-78	C+	Below 70	D
98-94	A	87-84	B	77-74	C	Below 60	F
93-90	A-	83-80	B-	73-70	C-		

Attendance

Students are expected to attend and to actively participate in all in-person classes. Each student will be granted one “free” excused absence. Absences beyond that number will be deducted from total attendance points (2 points per class). If you are experiencing medical or extenuating circumstances please contact me as soon as possible to discuss options for making up missed class work.

Late Assignment Policy

For late assignments, **10% of total points will be deducted per day**. The lowest grade possible for late submissions will be 50% of the total assignment points. If there are extraordinary circumstances for why you were unable to complete an assignment on time please reach out to me as soon as possible.

Academic Integrity

All members of this course are expected to honor the UCSD Policy on the [Integrity of Scholarship](#) and the [UCSD Principles of Community](#) in all written assignments and online or face-to-face discussions.

- **Citations:** You are expected to use APA or MLA style citations and reference lists for works used to support your own arguments.
- All of your papers will be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

COVID-19 Campus Safety Requirements and Expectations:

Keeping our campus healthy takes all of us. You are expected to follow all of the [campus safety requirements](#) and pursue personal protection practices to protect yourself and the others around you.

While in class you must wear a fitted face mask at all times. The campus recommends the use of N-95 and KN-95 masks. A face covering/face mask DOES NOT include a scarf, ski mask, balaclava, bandana, gaiter, turtleneck, collar, plastic face shield, or single layer of fabric. If you have any symptoms or have come into contact with someone who has COVID-19 **do not come to class.**

Accessibility

I am happy to provide accommodations to the extent possible to meet students' learning needs. Students requesting accommodations for this course due to a disability should provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Please make arrangements to discuss your AFA letter with me so that accommodations may be arranged. You may contact the OSD for further information: 858.534.4382 (phone); osd@ucsd.edu (email); <http://disabilities.ucsd.edu> (website).

Name and Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name and preferred pronouns, if they have entered them into the system. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the quarter so that I may make appropriate changes to my records.

Student Resources

Services are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

Basic Needs

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact:

foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632

[CAPS Student Health and Well-Being](#)

Provides confidential counseling and consultations for mental health programming.

[Community Centers](#)

Part of the [Office of Equity, Diversity, and Inclusion](#), the campus community centers provide programs and resources and contribute toward the evolution of a socially just campus.

[Undocumented Student Services](#)

Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence.

[Triton Concern Line](#)

Report students of concern at (858) 246-1111.

Nondiscrimination and Sexual Harassment

The university recognizes the inherent dignity of all individuals and promotes respect for all people. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am both dedicated and obligated to promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. You may also report incidents of bias, harassment, or violence to reportbias.ucsd.edu or ophd@ucsd.edu. Should you want to speak to a confidential source you may contact the counseling centers CARE (sarc.ucsd.edu) or CAPS (caps.ucsd.edu).

Land Acknowledgement:

<https://itrc.ucsd.edu>*

“The UC San Diego community holds great respect for the land and the original people of the area where our campus is located. The university is built on the un-ceded territory of the Kumeyaay Nation. Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We acknowledge their tremendous contributions to our region and thank them for their stewardship.”

**The Intertribal Resource Center is working with Kumeyaay community members and the campus community to create an official statement for UC San Diego. The above statement is a temporary draft currently used by the Intertribal Resource Center.*

Schedule of Course Topics, Readings, and Assignments:

This schedule is subject to change. Any changes will be distributed in writing, which may include electronic communication.

Week	Date	Readings & Assignments <i>All readings and assignments due at the beginning of class unless specified.</i>
Unit 1: Understanding Bilingualism and Language Policy		
1	April 2	Course Overview
	April 4	Introducing Bilingual Education Activities to Complete Before Class: <ul style="list-style-type: none"> ● Baker & Wright, Ch. 1 ● Read one article under “Bilingual Voices Readings” on Canvas, complete the graphic organizer and bring it to class
2	April 9	Languages in Society Activities to Complete Before Class: <ul style="list-style-type: none"> ● Baker & Wright, Ch. 3 ● Explore one of the language varieties websites on Canvas
	April 11	Translanguaging and Dynamic Bilingualism Activities to Complete Before Class: <ul style="list-style-type: none"> ● Read García, Ch. 3 ● Complete the language observation graphic organizer
3	April 16	**Language Observation Due by 11:59pm on Tuesday, April 16** Bilingual Language Development Activities to Complete Before Class: <ul style="list-style-type: none"> ● Baker & Wright, Ch. 5
	April 18	Virtual Visit to Bilingual Classrooms (Remote) Activities: Watch: <i>Speaking in Tongues</i> (56 min; available on Kanopy Streaming from UCSD library ; you must be on campus or connect through proxy server/VPN to view). Complete TWO discussion board entries (at least one in response to another classmate) on Canvas after watching the video by Friday April 19 midnight . See discussion prompts and guidelines on Canvas.
4	April 23	Benefits of Bilingualism Activities to Complete Before Class: <ul style="list-style-type: none"> ● Baker & Wright, Ch. 7
	April 25	History of U.S. Bilingual Education Policy Activities to Complete Before Class: <ul style="list-style-type: none"> ● Read Baker & Wright, Ch. 9

5	April 30	U.S. Language Policy: The Present Activities to Complete Before Class: <ul style="list-style-type: none"> • Baker & Wright, Ch. 17
Unit 2: Examining and Developing Bilingual Programs		
	May 2	Bilingual Education: Factors and Variables Activities to Complete Before Class: <ul style="list-style-type: none"> • García, Ch. 7 <p>**Language Interview Due by 11:59pm Friday, May 3**</p>
6	May 7	Bilingual Education: Frameworks and Types Activities to Complete Before Class: <ul style="list-style-type: none"> • Baker & Wright, Ch. 11
	May 9	Effectiveness of Bilingual Education Activities to Complete Before Class: <ul style="list-style-type: none"> • Baker & Wright, Ch. 12
7	May 14	Global Perspectives Projects Activities to Complete Before Class: <ul style="list-style-type: none"> • Read relevant sources for your global perspectives project
	May 16	Indigenous Bilingual Education and Language Revitalization Activities to Complete Before Class: <ul style="list-style-type: none"> • McCarty, T. L., & Nicholas, S. E. (2014). Reclaiming Indigenous Languages. <i>Review of Research in Education</i>, 38(1), 106-136. <p>**Global Perspectives Group Presentations Due by 11:59pm, Sunday, May 19**</p>
8	May 21	Global Comparisons Presentations <ul style="list-style-type: none"> • Independent video presentation analysis and comparisons
	May 23	Deaf-Signing People and Bilingual Education <ul style="list-style-type: none"> • Read Baker & Wright, Ch. 16 <p>**Global Perspectives Synthesis Paper & Survey Due by 11:59pm on Sunday, May 26**</p>
9	May 28	Program Development: Curriculum Activities to Complete Before Class: <ul style="list-style-type: none"> • Howard, et al. <i>Guiding Principles for Dual Language Education</i>, Strand 2: Curriculum
	May 30	Program Development: Teacher Preparation & Support Activities to Complete Before Class: <ul style="list-style-type: none"> • Read Howard, et al., <i>Guiding Principles for Dual Language Education</i>, Strand 5: Staff Quality & Professional Development

10	June 4	Program Development: Family & Community Activities to Complete Before Class: <ul style="list-style-type: none">• Read Howard et al., <i>Guiding Principles for Dual Language Education</i>, Strand 6: Family & Community
	June 6	Course Review & Wrap Up
Finals	June 11	**Individual Program Design Project Due by Tuesday, June 11, 11:59pm**