SYLLABUS

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Required Texts

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Course Outline

Contexts of biliteracy: Diversity, policy, and discourse
9/12  Week 1. Discourses of tolerance/intolerance: The case of U.S. bilingual education
9/19  Week 2. Multilingualism and ideology
9/26  Week 3. Heritage languages and complementary schooling

Media of biliteracy: Multilingual, multidialectal, multidiscoursal, multimodal education
10/3   Week 4. Language ideology, Indigenous language revitalization, and education: An ethnography of Quechua language policy in Peru
10/10  Week 5. Models and media in bilingual education
10/17  Week 6. Translanguaging and transnational literacies

Content of biliteracy: Available discourses in multiethnic / multilingual classrooms
10/24  Week 7. Cultural practices and culturally relevant/sustaining pedagogy
10/31  Week 8. Language, learning and identity in the classroom: Pedagogy, curriculum, social relations
11/7   Week 9. Literacy and meaning-making in the classroom: Continua of biliteracy

Development of biliteracy: Pedagogy and assessment
11/14  Week 10. Biliteracy/multiliteracy and supportive scaffolding
11/21  Week 11. Testing and accountability: Biliteracy development, assessment and evaluation

Collaborating for change: Teachers, communities, and researchers
11/28  Week 12. Teachers as change agents: Indigenous language education and biliteracy
12/5   Week 13. Schools, parents, and local communities: Community funds of knowledge
12/12  Week 14. Research and practice in education in multilingual settings: Conscientização
Course Aims
The goal of the course is to explore the wide range of issues affecting educational policy and classroom practice in multilingual, multimodal, multicultural settings. We will focus on selected US and international cases to illustrate more general concerns relating to learners’ language and literacy development in formal educational settings. The course is organized around the continua of biliteracy framework that offers a heuristic for understanding learners’ fluid and dynamic communicative repertoires. We begin at the macro level, looking at policy contexts and program structures, and move to the micro level to consider teaching and learning in the multilingual classroom. Throughout, we consider how discourses, ideologies and identities are interwoven in multilingual education policy and practice. We conclude with attention to the roles of teachers, researchers, and communities in implementing change in schools.

Course organization and requirements

Please note: Students are expected to complete all course work within the semester. If extenuating circumstances require you to take an incomplete, you must request permission from the instructor at least 2 weeks before the end of the semester. To make up the incomplete, you must turn in your work at least 4 weeks before the end of the semester in which you wish to receive a grade. If the work is not made up after 1 year, your incomplete becomes permanent.

Academic integrity: All students are expected to abide by GSE’s code of academic integrity <http://www.gse.upenn.edu/policies/academicintegrity> Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the University administration.

BOOK REVIEW AND CLASS ACTIVITY FACILITATION (30 % of grade)
Students are required to review one of the books listed at the end of the syllabus, under Recently Published Books to Review. Or you may choose your own book, with my prior approval.

The review will be presented both orally and in written form.

Oral presentation (15% of your course grade): Along with a group you are assigned to, you will give an oral presentation and conduct a short class session based on your book review. Your group will have a portion of class time to structure your presentation and interactive classroom activity.

The oral book review presentations should include the following:
* 5-minute summary and critique of each book reviewed, including explicit links to other books reviewed that day and to the week’s theme; and
* 30-40 minute structured, interactive class activity that helps to involve the class in the arguments / concepts / questions being raised by the books and the week’s readings.

Written review (15% of your course grade): The written review should be approximately 1000 words long and conform to publishable standards.

*In preparing this review, you are expected to read some reviews in scholarly journals such as Anthropology and Education Quarterly; Bilingual Research Journal; Harvard Education Review; Heritage Language Journal; International Journal of Bilingual Education and Bilingualism; Language and Education; Language, Identity, and Education; Language in Society; Language Policy; Linguistics and Education; and TESOL Quarterly to familiarize yourself with the genre. Also possibly Journal of Latinos and Education; or Diaspora, Indigenous, and Minority Education: An International Journal, for some books (these last two are not especially language-oriented, though). Links to some of these journals are available on the course website.

*The written review will be due in class and by email attachment in word.doc format on Week 10. No late reviews will be accepted.

* Please specify at the top of your written review the journal you have in mind as the audience.

*It will be graded for clarity, completeness, coherence, critique, and appropriateness for audience.

Optional follow-up after the semester is over: I may encourage you to submit your book review for publication. Over the years, a number have been published in this way (see list on the course website).
SYNTHESIS AND CLASS PARTICIPATION REQUIREMENT (70% of grade)

A crucial component of this course is the synthesis requirement that constitutes a tool for dialogue and interaction, both oral and written, with your peers and the instructor around the readings.

The synthesis process involves the following:

1) Prepare a 500 word, double-spaced typewritten synthesis based on each week's core readings, following the guidelines below (#4). The synthesis is due on the day the topic is covered in class. No late syntheses will be accepted.

2) During class, you will usually be asked to exchange syntheses with your peers, read and discuss together briefly. The ideas and experiences thus shared will contribute to the discussion on the topic of the day.

3) You will also be asked to comment on and award a grade to your peers' syntheses, using a rubric based on #4 below. All syntheses will also be reviewed and graded by the instructor and the course graduate assistant. Syntheses will be marked according to the following scheme (see also rubric for grading syntheses):
   - the synthesis does not meet the minimum requirements
   √ the synthesis meets the requirement
   + the synthesis is exceptionally clear, focused, and persuasive.

4) Guidelines for writing the syntheses:
   Please do not write summaries of the articles. Choose a theme from the assigned readings and demonstrate how all or several of the readings illustrate the point or issue chosen.
   Tell the reader how you are going to structure the synthesis; for example, identify the theme(s) you will be dealing with clearly from the outset.
   Show how the themes are developed across texts; i.e. go beyond outlining what the various sources contribute to the theme (e.g. compare / contrast).
   Be selective about what detail you choose to include.
   Explain carefully how the authors develop the theme, before you insert your own observations (i.e. interact with the authors' views).
   Demonstrate that you have done the reading, and that you have read, at least in respect to the theme(s) you have chosen to focus on, closely and critically.
   Explain why the points you mention are interesting or exciting or why you agree or disagree.
   Substantiate claims that you make yourself by indicating what you base them on, e.g. personal experience / observation.
   Use referencing conventions correctly and consistently - if you do not know what these are, consult the Publication Manual of the American Psychological Association (APA).

5) You are required to write a total of 10 weekly syntheses over the course of the semester. Please note that even when you do not write a synthesis, you are required to have done the assigned readings and you are expected to participate in class discussion.

Reading Outline

Core readings should always be done before the class meeting. Week 1's core readings should be done as soon as possible after the first class meeting. The reading load is heaviest in the weeks when whole books are assigned. You may want to plan ahead and spread the reading of these books across adjoining weeks.

Core readings marked with an * are reprints and are available on the course website.

Supplementary readings are also suggested for each week for those interested in following up on the topic, including references that may be among those cited in the day's lecture. Many of these are available on the course website.

Those with little previous background on bilingualism may also want to read Colin Baker's excellent introductory overview text, Foundations of Bilingual Education and Bilingualism.

I strongly encourage you to browse the 2008 Encyclopedia of Language and Education (N. H. Hornberger, general editor), especially volume 5 on Bilingual Education and volume 9 on Ecology of Language.
CONTEXTS OF BILITERACY: DIVERSITY, POLICY, AND DISCOURSE

Week 1. Discourses of tolerance/intolerance: The case of U.S. bilingual education

Core readings: Hornberger, Nancy H. Continua (2003), Foreword, Introduction, chapters 1 & 2


Supplementary readings


Clevedon, UK: Multilingual Matters.

Week 2. Multilingualism and ideology


Supplementary readings


Week 3. Heritage languages and complementary schooling

VIDEO: Tell me how you talk


Supplementary readings


MEDIA OF BILITERACY: MULTILINGUAL, MULTIDIALECTAL, MULTIDISCOURSAL, MULTIMODAL EDUCATION

Week 4. Language ideology, Indigenous language revitalization, and education: An ethnography of Quechua language policy in Peru


Week 5. Models and media in bilingual education

VIDEO: Speaking in Tongues.


Supplementary readings


Supplementary readings

Week 6. Translanguaging and transnational literacies


Supplementary readings


Supplementary readings


CONTENT OF BILITERACY: AVAILABLE DISCOURSES IN MULTIETHNIC / MULTILINGUAL CLASSROOMS

Week 7. Cultural practices and culturally relevant/sustaining pedagogy

Supplementary readings

Week 8. Language, learning and identity in the classroom: Pedagogy, curriculum, social relations
Supplementary readings

Week 9. Literacy and meaning-making in the classroom: Continua of biliteracy
Supplementary readings
DEVELOPMENT OF BILITERACY: PEDAGOGY AND ASSESSMENT

Week 10. Biliteracy/multiliteracy and supportive scaffolding


Supplementary readings


Week 11. Testing and accountability: Biliteracy development, assessment and evaluation


Supplementary readings


COLLABORATING FOR CHANGE: TEACHERS, COMMUNITIES, AND RESEARCHERS

Week 12. Teachers as change agents: Indigenous language education and biliteracy


Supplementary readings


Week 13. Schools, parents, and local communities: Community funds of knowledge


Supplementary readings


Week 14.  Research and practice in education in multilingual settings: Conscientização


Supplementary readings

Recently published books to review (selected from 2014-2016)