KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department:_____ **Date:**_____

Title Of Course/Degree/Concentration/Certificate:_____

<u>**Change(s) Initiated:**</u> **(Please check)**

☐ **Closing of Degree**　　　　　　　　☐ **Change in Degree or Certificate**
☐ **Closing of Certificate**　　　　　　☐ **Change in Degree: Adding Concentration**
☐ **New Certificate Proposal**　　　　　☐ **Change in Degree: Deleting Concentration**
☐ **New Degree Proposal**　　　　　　　☐ **Change in Prerequisite, Corequisite, and/or Pre/Co-requisite**
☐ **New Course**　　　　　　　　　　　☐ **Change in Course Designation**
☐ **New 82 Course (Pilot Course)**　　　☐ **Change in Course Description**
☐ **Deletion of Course(s)**　　　　　　　☐ **Change in Course Title, Number, Credits and/or Hours**
　　　　　　　　　　　　　　　　　　☐ **Change in Academic Policy**
　　　　　　　　　　　　　　　　　　☐ **Pathways Submission:**
　　　　　　　　　　　　　　　　　　　　　☐ **Life and Physical Science**
　　　　　　　　　　　　　　　　　　　　　☐ **Math and Quantitative Reasoning**
　　　　　　　　　　　　　　　　　　　　　☐ **A. World Cultures and Global Issues**
　　　　　　　　　　　　　　　　　　　　　☐ **B. U.S. Experience in its Diversity**
　　　　　　　　　　　　　　　　　　　　　☐ **C. Creative Expression**
　　　　　　　　　　　　　　　　　　　　　☐ **D. Individual and Society**
　　　　　　　　　　　　　　　　　　　　　☐ **E. Scientific World**
☐ **Change in Program Learning Outcomes**
☐ **Other (please describe):**_____

<u>**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**</u>

<u>**DEPARTMENTAL ACTION**</u>

Action by Department and/or Departmental Committee, if required:

Date Approved:_____**Signature, Committee Chairperson:**_____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved:_____**Signature, Department Chairperson:**_____

Date Approved:_____**Signature, Department Chairperson:**_____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

Kingsborough Community College
The City University of New York
New Course Proposal Form

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):

    Department: **BEH**
    Course Number: **EDC 2400**
    Title: **Teaching Emergent Bilinguals**

2. Does this course meet a General Education/CUNY Common Core Pathways Category? ***Note: 82XX (Pilot) courses <u>CANNOT</u> be considered for Pathways**

    □ Life and Physical Science
    □ Math and Quantitative Reasoning
    □ A. World Cultures and Global Issues
    □ B. U.S. Experience in its Diversity
    □ C. Creative Expression
    □ D. Individual and Society
    □ E. Scientific World

    If <u>**YES**</u>, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

    This course is NOT Pathways

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does <u>not</u> transfer, justify role of course, e.g. describe other learning objectives met.

    This course would transfer to other programs since teacher preparation programs will be required to dedicate at least three of the currently required six semester hours in language acquisition and literacy development of Multilingual Language Learners/English Language Learners (MLLs/ELLs). (See <u>http://www.regents.nysed.gov/common/regents/files/419p12hed2.pdf</u> for more information)

    Many of our students transfer to Brooklyn College. In their childhood program, the course CBSE 3302: Teaching Emergent Bilinguals Across Diverse Monolingual Contexts addresses the similar content as the proposed course. In their early childhood program, the course PRLS 4410 Bilingualism in the 21st Century also addresses similar content.

4. College Catalog description of course:

    This course explores language acquisition theories, the historical, philosophical, and pedagogical evolution of how educational institutions have approached their work with emergent bilinguals, and pedagogical strategies for teaching emergent bilinguals. It focuses on the role of educators in supporting emergent bilinguals' learning language and literacy across content.

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours* - ***Hours are hours per week in a typical 12-week semester** (Please check **ONE** appropriate box below based on credits):

1-credit:	☐ 1 hour lecture ☐ 2 hours lab/field/gym

2-credits:	☐ 2 hours lecture ☐ 1 hour lecture, 2 hours lab/field ☐ 4 hours lab/field

3-credits:	✓ <mark>**3 hours lecture**</mark> ☐ 2 hours lecture, 2 hours lab/field ☐ 1 hour lecture, 4 hours lab/field ☐ 6 hours lab/field

4-credits:	☐ 4 hours lecture ☐ 3 hours lecture, 2 hours lab/field ☐ 2 hours lecture, 4 hours lab/field ☐ 1 hour lecture, 6 hours lab/field ☐ 8 hours lab/field

More than 4-credits: ☐ Number of credits: _____ (explain mix lecture/lab below) _____ Lecture   _____ Lab Explanation:_____

6. Number of Equated Credits in Item #5 _____ (For Developmental Courses <u>ONLY</u>)
    N/A

7. Course Prerequisites, Corequisites, and Selected Populations (If <u>NONE</u>, please indicate "NONE" for each):
    A. Prerequisite(s): EDC 200
    B. Corequisite(s): NONE
    C. Pre-/Co-requisite(s): NONE
    D. Open <u>ONLY</u> to selected Students (specify population): NONE

8. Brief rationale to justify proposed course, include:
    A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number):
        N/A
    B. Projected Enrollment:
        The propose course would become an elective for the Education Studies program. The projected enrollment is 25 students.
    C. <u>Suggested</u> Class Limits: **25**
    D. Frequency course is likely to be offered: **Offered every semester**
    E. Role of course in Department's Curriculum and College's Mission:
        New York City is the largest urban center in the United States with almost 42% percent of its public school-age population reporting speaking a language other than English at home (New York City Independent Budget Office, 2015). In the school year 2018/2019, 13.2% of school-age students in NYC were identified as Multilingual Language Learners/English Language Learners (NYC Department of Education, 2019a). In order to better serve this population of students, the State Education Department proposed regulatory changes that would require teacher preparation

programs to dedicate at least three of the currently required six semester hours in language acquisition and literacy development to language acquisition and literacy development of Multilingual Language Learners/English Language Learners (MLLs/ELLs). The revision would apply to registered programs beginning on September 1, 2022 (New York State Education Department, 2019). This course is designed to fulfill this requirement for those students who transfer to a four year college and pursue a teacher certification. (See http://www.regents.nysed.gov/common/regents/files/419p12hed2.pdf)

Regardless of the path that they choose, most students who are enrolled in the Education Program at Kingsborough Community College will be working in linguistically and culturally diverse classrooms. In order for KBCC students to become well prepared educators who can work with a diverse population of students, it is essential that we offer a course that addresses the needs of MLLs/ELLs in an urban setting.

Kingsborough Community College is committed to responding "to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for transfer and the workforce." (KBCC Mission, Vision and Values. Retrieved from: https://www.kbcc.cuny.edu/administration/presoffice/missionstatement.html) This course will focus on the linguistic and cultural diversity of NYC students. A course on educating Emergent Bilinguals (also called MLLs/ELLs) will focus on providing the knowledge and skills to teacher candidates to holistically support MLLs/ELLs in literacy development across diverse settings. It would also explore the historical, philosophical, and pedagogical evolution of how educational institutions have approached their work with students whose home language is other than English and how raciolinguistic ideologies have perpetuated the educational inequities that MLLs/ELLs continue to face.

MLLs/ELLs have historically been underserved by our state educational system. As an educational institution committed to equity, KBCC needs to provide our students in the Education Studies Program, who will be future teachers of MLLs/ELLs, with the pedagogical tools to better serve them.

Many of our students are bilingual. For those who decide to transfer to a four-year college which offers the option of becoming a bilingual teacher, such as Brooklyn College, this course would provide them with a strong introduction to the field of bilingual education. New York City is in the process of expanding bilingual programs in the public schools: Over 200 bilingual programs opened or expanded over the last four years. In 2018, the NYC Department of Education announced the launch of 33 new Dual Language pre-K programs, more than doubling the number of available Dual Language pre-K programs citywide. As a result, the demand for teachers who have been trained to work in those settings has grown and bilingual teachers are in the "High Needs" subjects list for NYC DOE (NYC DOE, 2019b).

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is <u>NOT</u> the same as deleting a course):
N/A

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting.

    N/A

11. Proposed textbook(s) and/or other required instructional materials(s):

    The course will not use a textbook. Instead students will read articles, chapters of books and instructional materials. Many of them are available for free from educational organizations. (See bibliography under question 18 as well as question 17, Topical Course Outline - Readings

12. Is the course <u>REQUIRED</u> for a Major, Concentration, or Certificate?
    NO

    If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate" as well as a Proposal that <u>MUST</u> include a rationale for inclusion of the course within the curriculum and the following additional information:

    A. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
    B. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

    For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu
    <u>The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:</u>
    45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)
    30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)
    20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

13. Explain what students will know and be able to do upon completion of course:

- **Demonstrate knowledge of language acquisition theories and a sociocultural perspective on bilingualism and biliteracy teaching.**
- **Understand the historical and current issues, policies, and debates around the education of emergent bilinguals in the U.S.**
- **Recognize the various programs and/or models offered to emergent bilinguals.**
- **Understand how educators can best serve specific populations of emergent bilinguals including newcomers, emergent bilinguals with special needs, and students with interrupted education.**
- **Explore school- and classroom-based approaches for working with emergent bilinguals that use bi/multilingualism as a resource.**

- **Develop family engagement strategies that are integral to literacy and language acquisition for emergent bilinguals.**
- **Articulate, through lesson plans, how the needs of emergent bilinguals can be addressed.**
- **Understand teachers' roles in working towards equity for emergent bilinguals.**

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

During class meetings, students will participate in short lectures and take part in workshop activities in which they experience pedagogical practices that they can implement in the classroom. They will also share their work in small groups and discuss readings. During class, students will also watch short videos that model the work of teachers in a variety of program settings and analyze them. The students will also have opportunities for peer review of some of their assignments. It is important that this course fosters communities of practice in which students have an active role in each other's learning. To that end, I designed the course so the students have ongoing opportunities to interact with each other and with me.

All assignments and readings will be available via Blackboard. Their assignments will be submitted via Blackboard. I will provide individual feedback. The students will be able to read the instructor's comments on Blackboard and keep track of their grade using the Blackboard grade center. In addition, the students will share some of the assignments via Blackboard in order to provide peer feedback to each other.

15. Assignments to students:

Reflection on personal language practices
This assignment focuses on personal writing. The students will be asked to reflect on their own language practices. One of the goals of the assignment is for students to be more self-aware about the values and beliefs that may shape how they use and view their own language practices in different settings. The assignment will be modeled on Gloria Azalua's piece: "How to tame a wild tongue" from the book Borderlands.

School linguistic ecology analysis
The linguistic ecology analysis will focus on how the range of language practices of all children and families are evident in the school's textual landscape (e.g., in signs throughout the school, in texts in the library and classrooms), as well as in the interactions of all members of the school community. For this assignment, students will analyze a school's multilingual ecology. For those who are already teaching or are parents of children in school, the instructor will ask them to use those sites for their analysis. The students who don't have access to a school will be asked to analyze KBCC's linguistic ecology. The students will bring their analysis to class and share/compare with their peers in small groups.

Classroom practices analysis
The classroom practice analysis provides an opportunity for students to reflect on what they learn by observing students and teachers in action. In their writing, the students are expected to make connections to the class readings and class activities. The instructor will provide a set of questions/prompts for each reflection. (See example under assignments.) This is an individual assignment. The students will analyze two classroom settings: a bilingual classroom and a mainstream classroom with students who speak multiple home languages in which teacher/s use

translanguaging strategies.

Languages of New York Wiki project
One of the most essential aspects of this course is to encourage students to think about how to leverage students' cultures and languages as an essential part of classroom learning experiences. This assignment is modeled after a resource guide for teachers, Languages of New York State. Working in small groups, the students will create a short Wiki project focusing on one language spoken in New York State. Many of our students speak languages other than English at home. This provides an opportunity for the students to use their expertise. Each group will share the Wiki with the whole class during a class presentation. The students will receive feedback from their peers and the instructor for their draft and will be required to revise this project based on the feedback that they receive.

Read Aloud Lesson Plan
While many EDC courses teach students how to create lesson plans, they generally don't focus on how to use specific strategies to engage and support emergent bilinguals. An essential part of this course is to introduce students to lesson planning with emergent bilinguals in mind. Throughout the course, they will observe teachers' lessons and they will do workshop activities that can be adapted to a classroom setting. They will analyze them, both as a class and individually. This assignment is presented to them later in the semester because by the time they do it, they would have been exposed to a number of lessons by teachers in a variety of settings. For this assignment, the students will plan a lesson based on a read aloud. They will share their lesson plans in class and receive feedback from their peers and the instructor. The instructor will first model how to provide feedback during one of our class meetings.

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

    The course assignments will used to evaluate the students. In addition, class participation will also be part of the course evaluation. See grade breakdown below:

Reflection on personal language practices	**10%**
School linguistic ecology analysis	**10 %**
Classroom practices analysis (2)	**20%**
Languages of New York Wiki project	**15%**
Lesson Plan	**15%**
Class participation	**30%**

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

Topics	Readings	Assignments
Week 1 Syllabus Overview Who are Emergent Bilinguals/Emergent Multilingual Learners?	García, O. & Kleifgen, J.A. (2010) Intro https://www.cuny-nysieb.org/teaching-bilinguals-webseries/	

Week 2 Language development	Chapter 5: The Early Development of Bilingualism (Baker, C., 2011) Chapter 6: The Later Development of Bilingualism (Baker, C., 2011)	Reflection on personal language practices
Week 3 -Working with emergent bilinguals: Bilingualism as a resource -Translanguaging pedagogy School and classroom linguistic ecology	Translanguaging in Curriculum and Instruction Guide. What is Translanguaging? Expanded Questions and Answers for U.S. Educators (by Ofelia García) p 1-13 I Am Learning Inglés: A Dual-Language Comic	School linguistic ecology analysis
Week 4 Policies and programs / History of educating emergent bilinguals in the U.S.	García, O. & Kleifgen, J.A. Chapter 3 http://www.nysed.gov/bilingual-ed/parent-orientation-video-english-language-learner-ell-programs-new-york-state	
Week 5 What do teachers need to know about language?	Languages of New York Guide Ebe, A. (2019). Working with Multilingual Learners (MLLs)/English Language Learners (ELLs) – Part 1 and part 2	Languages of New York Wiki project project
Week 6 Designing lessons with emergent bilinguals in mind Literacy: Independent Reading and Read-Alouds for Emergent Bilinguals	Language Objectives: The Key to Effective Content Area Instruction for English Learners Translanguaging and Emergent Literacy in Early Childhood Education by Morell & López Chapter 3: Read Alouds & Shared Reading (Cappellini, 2005) Bringing Bilingualism to the Center of Guided Reading Instruction (Ascenzi- Moreno & Quiñones, 2020)	
Week 7 Literacy: Writers' Workshop for Emergent Bilinguals	A Translanguaging Pedagogy for Writing: A CUNY-NYSIEB Guide for Educators (Espinosa, Ascenzi-Moreno, Vogel, 2016)	Classroom practices analysis

	Espinet, I & Aponte, G. (2020) Developing Biliteracy in Dual Language Education Classrooms.	
Week 8 Populations of Emergent Bilinguals (Newcomers, Students with Interrupted Formal Education) Strategies to support Emergent Bilinguals	Tips from CUNY-NYSIEB Newcomers, Students with Interrupted Formal Education Supporting Newcomer Emergent Bilinguals: Tips from CUNY-NYSIEB Ebe, A. (2019). Working with Multilingual Learners (MLLs)/English Language Learners (ELLs) – Part IV	
Week 9 Understanding the Needs of Emergent Bilinguals labeled with Special Needs	Gifted, Talented & Neurodiverse: Emergent Bilinguals Labeled as Dis/abled (Cioè-Peña, 2018) Disability, Bilingualism and What it Means to Be Normal. (Cioè-Peña, 2017).	Classroom practices analysis
Week 10 Raciolinguistics and Culturally sustainable pedagogy.	Why We Need Raciolinguistics Flores, 2015	
Week 11: Assessment	The Assessment of Emergent Bilinguals, Chapter 1 & 4 (Mahoney, 2017)	Lesson Plan
Week 12: Language, Culture, Families, Community and Identity	Taking a Value-Oriented Perspective to Bilingual Families (Kabuto & Velasco, 2016) Teaching Emergent Bilinguals Even if You are Not One: https://www.cuny-nysieb.org/teaching-bilinguals-webseries/	Final Course reflection

18. Selected Bibliography and Source materials:

Ascenzi-Moreno, L., & Quiñones, R. (2020) Bringing Bilingualism to the Center of Guided Reading Instruction. *The Reading Teacher*.

Baker, C. (2011). Foundations of bilingual education and bilingualism (5th ed.). Clevedon, UK: Multilingual Matters.

Celic, C., & Seltzer, K. (2011). Translanguaging: A CUNY-NYSIEB guide for educators. *CUNY-NYSIEB. New York*.

Cappellini, M. (2005). Balancing Reading and Language Learning: A Resource for Teaching English Language Learners, K-5. Portsmouth, NH: Stenhouse.

Cioè-Peña, M. (2018) Gifted, Talented & Neurodiverse: Emergent Bilinguals Labeled as Dis/abled, NY SABE *Bilingual Times.* Available from: https://www.nysabe.net/wp-content/pdfs/NYSABE-Bilingual-Times-Spring-Summer-2018.pdf

Cioè-Peña, M. (2017) Disability, Bilingualism and What it Means to Be Normal. *Journal of Bilingual Education Research and Instruction, 19*, 1.

Ebe, A. (2019). Working with Multilingual Learners (MLLs)/English Language Learners (ELLs)1 (Resource Guide) New York, NY: New York State Education Department Office of Bilingual Education and World Languages. Available from http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/topic-brief-former-ells-a.pdf

Espinet, I & Aponte, G. (2020) Developing Biliteracy in Dual Language Education Classrooms. (Topic Brief) New York, NY. CUNY-NY State Initiative for Emergent Bilinguals Available from https://www.cuny-nysieb.org/wp-content/PDFs/TB-2-Developing-Holistic-Biliteracy-in-DLE-for-cuny-nysieb.pdf.

Flores, N. (2015) Why We Need Raciolinguistics, *The Educational Linguist*. Available from: https://educationallinguist.wordpress.com/2015/06/14/why-we-need-raciolinguistics/

García, O. & Kleifgen, J.A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners.* New York: Teachers College Press.

García, O., & Kleyn, T. (Eds.). (2016). Translanguaging with Multilingual Students: Learning from Classroom Moments. New York: Routledge.

Hesson, S., Seltzer, K., & Woodley, H. H. (2014). Translanguaging in curriculum and instruction: A CUNY-NYSIEB guide for educators. *New York, NY: CUNY-NYSIEB*.

Mahoney, K. (2017) The Assessment of Emergent Bilinguals, Bristol: Multilingual Matters.

Morell, Z. & Lopez, D. (Forthcoming) Translanguaging and Emergent Literacy in Early Childhood Education. In *Translanguaging and Transformative Teaching for Emergent Bilingual Students.* CUNY-NYSIEB team Eds. New York: Routledge.

Paris, D., & Alim, S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world.* New York: Teachers College Press.

Suoto-Manning, M. (2016). Honoring and building on the rich literacy practices of young bilingual and multilingual learners. *The Reading Teacher, 70*(3), 263-271.