



COLLEGE OF FINE ARTS & COMMUNICATION  
**LAMAR UNIVERSITY**™

**LAMAR UNIVERSITY**  
**Department of Deaf Studies and Deaf Education**

**SYLLABUS FOR DSDE 1375-01**  
**BILINGUAL THEORIES**  
**Fall Semester 2017**

Instructor : ChongMin Lee, Ph.D  
Office Hours : M/W 10:10-12:10 pm and By Appointment  
Office Location: Communication Building, Room #109-E  
Email : chong.lee@lamar.edu  
Video Phone : 409-299-4672  
Class Time : M/W/F 8:00-8:55 am  
Class Location : Communication Building, Room #103

**Course Information**

**No required textbook!**

**Readings and supplementary readings:**

There is no required textbook for this course. Alternatively, you will explore the relevant readings from different book chapters and research articles that will be provided by the instructor throughout the semester.

Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Tonawanda, NY: Multilingual matters.

Garcia, O. (2009). *Bilingual education in the 21<sup>st</sup> century: A global perspective*. Malden, MA: Wiley-Blackwell.

Lightbown, P., & Spada, N. (2013). *How languages are learned*. Oxford, United Kingdom: Oxford University Press.

Marschark, M., Tang, G., & Knoors, H. (2014). *Bilingualism and bilingual deaf education*. New York, NY: Oxford University Press.

- A packet of readings will be posted on BlackBoard. Please download them, print them out and bring them to class.
- Texts will be available in Library

**Course Catalogue Description:** This course provides students a theoretical foundation in ASL/English bilingual education including history, methodological definitions, frameworks, and basic applications.

**Course Description:** This course is designed to introduce students to the historical, educational, political and sociological aspects of bilingual education and second language acquisition/learning. The emphasis is placed on ASL/English bilingual education.

**Student Learning Outcomes:**

Upon completion of the course, students will be able to:

1. Describe different definitions of bilingualism and multilingualism,
2. Comprehend and evaluate theories of bilingualism and second language acquisition/learning and to apply the relevant theories to their own language learning and schooling experience in bilingual settings,
3. Describe the the historical roots and current research on ASL/English bilingual education in the U.S,
4. Examine and interpret issues and challenges in bilingual education,
5. Explain the similarities and differences between bimodal and bilingualism and bilingualism,
6. Develop an awareness of how to become an advocate for individuals who learn ASL as second language including both deaf and hearing people.

**Topics to be covered:**

The course will cover a selection of the following topics, from supplementary readings. While I would like to cover all of them, this syllabus is deliberately a little overambitious. The actual topics discussed will depend on how things go and on student interest.

1. Different definitions of bilingualism
2. History of bilingual education and the political debates on bilingual education/bilingualism both in the US and abroad
3. Bilingual education program models
4. Bilingual theories and second language acquisition/learning theories
5. Critical period and late L1 acquisition
6. Factors that affect successful bilingualism
7. Historical roots and current research on ASL and Bimodal bilingual education
8. Bimodal bilingual cross-language interaction
9. Bilingualism and Bimodal in Deaf people
10. Benefits of bilingualism
11. Differences between ASL bilingual education and Spoken language bilingual education

**Course Requirements**

Your grade will be based on attendance and active class participation, individual and group assignments, and the midterm.

**1.Attendance & Participation (120 points total, 3 points for each session)**

- Your success in this class is dependent on your attendance and active class participation. During class time, you will have opportunities to talk with your instructor about key topics and issues. You will be encouraged to actively participate in the class discussions. To receive full credit, you must arrive to class on time and actively participate for the full session.
- Please come to all classes well-prepared to discuss the reading materials.
- If you must miss a class, make your best effort to let me know in advance. Documentation is also expected for any absences (e.g., documented medical reasons, documented family emergency, documented athletic event participation, etc). It is your responsibility to submit any documentation for your absence to me within one week of the absence.
- No make-up exams will be given unless previously arranged with the instructor.

### **Student Expectations:**

- **Communication Policy:** “Communication is the exchange of meaning therefore communication involves a complex, multilayered, dynamic process through which we exchange meaning.” Throughout this semester, instructor will work with two sign language certificated interpreters, as a professional team. Interpreters will facilitate communication between the students and the instructor in class. Please note that in the process of interpreting between two languages, some miscommunication between the instructor and interpreters, or students and interpreters may happen during the class. When it happens, please ask the instructor for clarification during the class, office hours, or by e-mail.
- Talk to me to get feedback on your progress in the course.
- Attend classes regularly and actively participate in class sessions and related activities.
- Respect your instructor and interpreters, as well as your classmates during the class.
- Review course readings and PPTs prior to each session.
- Prepare yourself thoroughly for class sessions by doing the necessary outside work and readings.
- Work cooperatively & effectively with others in class and on group assignments.
- Submit your assignments on time. No late assignments will be accepted!

### **2. Assignments (290 points Total):**

#### **A. Individual Assignments (70 Points total):**

**a. Interview a bilingual individual (50 points):** Students will be asked to interview a person who is bilingual. You need to ask how the person learned a second language or became a bilingual and what she/he thinks about bilingualism. Guidelines will be provided.

➤ **Due Date: Sunday, Oct 15 by midnight**

**b. Academic Reflection Notes (20 points, once during the semester):** Students will be expected to post commentary about the previous week’s class discussion in both the BB discussion thread and on the whole class list. In this assignment, students need not only to summarize class discussion, but also to reflect on interesting insights derived from the class discussion that past week and questions that came up in your mind related to the points made in materials you read and class discussion. This is a one-time assignment. In

order to receive credit, the assignment must be completed and submitted to BB. Guidelines will be provided. A sign-up sheet will be provided.

- **Due Date:** See class meetings outline

### **B. Group Project (220 points):**

During the semester, you will have two group projects. The whole class will be split into 6-7 groups of 3-4 students. Groups will be selected by the instructor during the first day of class and then will be posted on BB after class.

- Facilitate class discussion of the assigned topic (70 points):** Students will collaborate in groups of 3 or 4. Each group will lead class discussion of a reading for one class session, during weeks 10 and 11. Each group will be responsible for explaining the key concepts of the readings, framing the discussion, and raising questions for the class. Each group will search for additional reading resources for the assigned topic. The presentation should be maximum of 35 minutes followed by questions/answers and use PowerPoint. Students will develop 3-4 group activities for the assignment. Details and rubric will be discussed in class. Due dates vary by group. See class meeting schedule.

**Please note that your presentation will be due on BB at least 3 days prior to your discussion day.**

- **Due date:** See class meetings outline

- Persuasive essay assignment (Total 150 Points: 120 points for group paper and 30 points for group presentation):** Students will collaborate in groups of 3 or 4 and each group will work on a persuasive essay that supports ASL/English bilingual education and advocates for ASL/English bilingual education, based on the knowledge you gained through this course and your personal and professional experiences. Also, you will need to explain how your positions will guide your current or future work, or career as an ASL teacher, an ASL/English interpreter, or an advocate for deaf children/adults, hearing family of deaf children, or the Deaf community and ASL/English bilingual education. The paper should be 6-8 pages in length. After completing the paper, students will present their group work at the end of the semester. See your class meetings outline for the presentation date. Guideline will be provided.

- **Topic Statements Due: Wednesday, Sept 13 by midnight**
- **Source List Due: Wednesday, Oct 4<sup>th</sup> by midnight**
- **Outline Due: Wednesday, Oct 25<sup>th</sup> by midnight**
- **Final Version Due: Wednesday, Nov 22 by midnight**
- **PPT for presentation Due: Wednesday, Nov 29 by midnight**

- Exams (140 points Total: 100 for midterm, 40 for quizzes):** The midterm will consist of short answer questions. I will provide the questions ahead of time so that you can better prepare for the exam. It will cover all material from lectures, readings, and classroom discussion. After your midterm, there will be five short quizzes on a weekly basis. Of them, 4 highest scores will be chosen. Your lowest score will be thrown out. The quizzes

will be on Mondays. The quizzes may be multiple choice questions, true/false, fill in the blank, or short answer questions. Details regarding the midterm will be given in class at a later date. The date will be announced in class at least 1 week prior to the midterm exam date. **No Final Exam!**

## **Grading System**

You will be evaluated based on your preparation for class activities, your individual and group assignments, and Exams. What you earn is what you deserve.

### Final Percentages and Corresponding Grades

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
60 - 69	=	D
Below 60	=	F

<b>Assignments</b>		<b>Point value</b>	<b>Weight</b>
Attendance and Participation		120 (40 sessions x 3)	21.8%
Individual Projects	1. Interview a bilingual person	70	52.7%
	2. Academic reading reflection notes		
Group Projects	1. Facilitate class discussion for a reading assignment	220	
	2. Persuasive essay project		
Exams		140	25.5%
<b>TOTAL POINTS</b>		<b>550 points</b>	<b>100 %</b>

### **Important Information: University Polices**

Academic Honesty: Students are specifically warned against all forms of cheating and plagiarism. Students seeking guidance to avoid plagiarism should consult the course instructor, recent handbooks, or the University Writing Center.

ASL teacher education and Interpreting students are expected to conduct themselves in a professional manner both in classes and in field placements. Academic dishonesty will NOT be tolerated on tests or out-of-class assignments. Should you be found responsible for a dishonest

incident, you WILL receive a grade of “F” on the assignment and/or a reduction of the grade for the course.

Punishments are also at the discretion of the faculty member, and may be appealed to the department chair, dean, and Associate Vice President for Academic Affairs. Flagrant or repeat violations may warrant further discipline by the university including probation and suspension. Please check the Lamar University Handbook and Undergrad Catalog for policies on academic dishonesty.

### Disability Statement

“Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications Building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For Students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.”

Syllabus Change: While every effort has been made to make the syllabus as complete as possible, the instructor reserves the right to make changes in the assessments, assignments, due dates, content, and test dates. If any such changes are made, students will be informed as soon as possible.

Drop/Add/Withdraw: It is the Student’s responsibility to make sure she or he is officially enrolled in this class. If, at any point, you decide to drop this class, it is your responsibility to officially drop it. Any student who stops attending class and does not officially drop the class will be given the grade they earned up to the point they stopped attending divided by the total number of points for all assignments.

Class Attendance: Attendance is mandatory! After the first absence, students missing class will receive a 50% reduction off their Class Participation/Attendance Grade. Exceptions /may be given with University approved absences and appropriate documentation. The Instructor may count a student absent if the student is engaged in any activity not related to the class (i.e., talking, texting, work for a different class, etc).

Late Assignments: Generally are not accepted. Students should discuss specific needs with the professor. All due dates for assignments will be outlined by the Instructor or found on Blackboard.

**Submission of Assignments:** Assignments are due on the date designated. The instructor reserves the right to decide which assignment(s) may be accepted late. If special circumstances occur, any accepted late assignments should be submitted by the following class meeting and will be penalized one letter grade.

**Blackboard Assignments:** The instructor reserves the right to have students upload all assignments through the Blackboard assignment area. Assignments submitted by other methods (email, hard copies, etc.) are generally not accepted. This process allows you to receive feedback more quickly. Students are encouraged to check the “My Grades” area in Blackboard to ensure that their assignments have been received and graded. If you are concerned that an assignment has not been graded, there may be a problem, so please contact your assistant professor immediately.

**Classroom Disruptions:** Students are expected to behave as professionals at all times. Any activity that disrupts class is not acceptable. This includes, but is not limited to, using electronic devices, chatting with friends, arriving very late, frequently entering/exiting classroom, misuse of interpreter, blatant disrespect to peers, consistently monopolizing the discussion, inappropriate behaviors, etc. If asked by the professor to leave the room; you will receive and absence for the session. If the professor asks you to leave the room and you refuse, campus security may be contacted. Please interact appropriately so this does not need to occur. Again, Lack of professionalism may influence annual evaluations and reviews by faculty. These reviews are submitted to Project Directors who determine DSDE scholarships and grants. Do not allow negative behaviors to adversely affect your scholarships!

Course Evaluations: Lamar University encourages students to evaluate the online courses they take and the instruction they receive via and contract with a national company, [OnlineCourseEvaluations.com](http://OnlineCourseEvaluations.com). LU faculty and administrators developed the evaluation instruments. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last day of classes. Students will be notified of the specific dates at their LAMAR e-mail addresses. If course evaluations are given during summers, mini semesters, and other compressed terms evaluation windows are extended past the last class.

Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of any student who completes a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. After the semester has ended and grades have been awarded, the professor can access the results of my course evaluations, to include all student comments. Analysis of the data and student comments and suggestions are often used to make changes in course content and delivery. They results of course evaluations are also used by chairs and deans as one factor in divisions involving merit pay, tenure, and promotion. Both the administration and teaching faculty take your input via course evaluations very seriously, and you are encouraged to participate in this process. Any

questions or comments you have about the process should be addressed to Dr. Jarrod Rossi, University Assessment Coordinator, at 409-880-2385 or [jarrod.rossi@lamar.edu](mailto:jarrod.rossi@lamar.edu).

Sexual Harassment: In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

Professionalism/Decorum: Professionalism and collegiality are important factors in teaching and learning. Positive interactions and support of peers is crucial to the learning process.

Email: Your [lamar.edu](mailto:yourname@lamar.edu) email address will be the official method of electronic communication for this class. You should plan on utilizing [lamar.edu](mailto:yourname@lamar.edu) for class announcements and emails from the instructor.

Academic Continuity: In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website homepage ([www.lamar.edu](http://www.lamar.edu)) for instructions about continuing courses remotely.

Emergency Procedures – the following is required:

Emergency Procedures:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage ([www.lamar.edu](http://www.lamar.edu)) for instructions about continuing courses remotely.

Many types of emergencies can occur on campus: instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows and doors.

Violence/Active Shooter (CADD):

- Call: 8-3-1-1 from a campus phone; 880-8311 from a cell phone. Note: calling 911 from either a campus phone or cell phone will contact the Beaumont City Police Dispatch rather than the LU police.

- AVOID: if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- DENY: barricade the door with desks, chairs, bookcases or other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- DEFEND: Use chairs, desks, cell phones or whatever is immediately available to distract, and/or defend yourself and others from attack.

Academic Continuity Statement- The following is required: In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage ([www.lamar.edu](http://www.lamar.edu)) for instructions about continuing courses remotely.

**Important Dates:**

August 28	First day of class for the Fall semester
September 04	Labor Day Holiday
September 05	Application for May 2017 graduation begins
September 13	12 <sup>th</sup> class day – Last day for full refund only on dropped courses (not withdraw)
September 25	20 <sup>th</sup> class day – Final non-payment purge after 5 PM
September 29	Last day drop or withdraw without academic penalty (by 5pm)
October 09	Last day for graduate students to apply/pay for December 2017 graduation
November 03	Last day drop or withdraw with academic penalty (by 5pm)
November 07	Last day for undergraduates to apply/pay for Dec 2016 graduation
November 23-24	Thanksgiving Holiday
December 04	Last MWF class day for Fall 2017 (no exams or assignments)
December 05	Final examinations begin at 5 PM for night class

## Course Meetings Schedule

Week	Date	Topic Area	Reading assignments/ Assignment Due
<b>1</b>	<b>9/4</b>	<b>No Class (Labor Day)</b>	
	9/6	Bilingualism/Overview of Syllabus/Self-Introduction	
	9/8	History of bilingual education Garcia: Chapter 8	
<b>2</b>	9/11	History of bilingual education	
	9/13		
	9/15	Library Training	
<b>3</b>	9/18	History of ASL/English bilingual education Garate (2012) Stokoe	- <b>Reflection Notes #1:</b> <b>Sept 17 by 5pm</b> -Topic statements for persuasive essay: <b>Sept 20 by midnight</b>
	9/20		
	9/22	Bilingual education program models Roberts (1995)	
<b>4</b>	9/25		- <b>Reflection Notes #2:</b> <b>Sept 24 by 5pm</b>
	9/27	Bilingual theories: Cummins Baker (2011)	
	9/29		
<b>5</b>	10/2	Bilingual theories: GrosJean	- <b>Reflection Notes #3:</b> <b>Oct 1 by 5pm</b> -Source list for persuasive essay: <b>Oct 4 by midnight</b>
	10/4		
	10/6	Factors that affect successful bilinguals Garcia	
<b>6</b>	10/9		- <b>Reflection Notes #4: Oct 8 by 5pm</b>  - <b>Interview Assignment: Oct 15 by midnight</b>
	10/11		
	10/13	First language acquisition Lightbown & Spada (2013): Chapter 1	
<b>7</b>	10/16		- <b>Reflection Notes #5:</b> <b>Oct 15 by 5pm</b>
	10/18		
	10/20	Critical Period Hypothesis Hakuta (2001)	
<b>8</b>	10/23		- <b>Reflection Notes #6: Oct 22 by 5pm</b> - <b>Outline for persuasive essay: Oct 25 by midnight</b> - <b>Group Discussion Presentation #1-3: Oct 27 by 9pm</b>
	10/25		
	10/27	Midterm	

<b>9</b>	10/30	Group Presentation #1	<b>-Group Presentation #4-6: Nov 3<sup>rd</sup> by 9pm</b>
	11/1	Group Presentation #2	
	11/3	Group Presentation #3	
<b>10</b>	11/6	Group presentation #4	<b>- Reflection Notes #7: Nov 5 by 5pm</b>
	11/8	Group Presentation #5	
	11/10	Group Presentation #6	
<b>11</b>	11/13	Second language acquisition Lightbown & Spada (2013): chapter 2	<b>- Reflection Notes #8: Nov 12 by 5pm</b>
	11/15		
	11/17		
<b>12</b>	11/20	Bimodal and bilingualism: A neurolinguistic approach	<b>- Reflection Notes #9: Nov 19 by 5pm</b>
	11/22		
	<b>11/24</b>	<b>No Class</b>	
<b>13</b>	11/27	Benefits of Bilingualism Marian & Shook (2012) Fish & Morford (2012) NPR (2016)	<b>The final version of persuasive Essay: Nov 29, 2017 by midnight</b>  <b>-PPT for persuasive essay: Dec 1, 2017 by midnight</b>
	11/29		
	12/1	How to advocate for ASL/English	
<b>14</b>	12/4		
	12/6	Group Project Presentation #1/2/3	
	12/8	Group Project Presentation #/4/5/6	