

Instructor: Raven Chakerian

Office: NH 215

Telephone: (503) 725-5263 Email: raven@pdx.edu

Office hours: MWF 9-10 or by appointment

Barnes Elementary School

13730 SW Walker Road, Beaverton

(503) 672-3500

Class description:

This capstone centers on two community-service components. First, students will volunteer as tutors/classroom aides in the bilingual Spanish/English dual immersion program at Barnes Elementary in the Beaverton School District. The second community-service component of the capstone involves the preparation of activities for inclusion in an on-line teachers' resource [the Spanish Curriculum Archive (SCA)], a supplementary aid for teachers in Portland Public Schools (PPS).

Service component:

- Each student will volunteer three hours per week (30 hours total per term) at the school. Children enrolled in the bilingual Spanish/English dual immersion program at Barnes are either native English or native Spanish speakers; the curriculum is taught in both languages. PSU students will assist with work in Spanish. This work could include one-on-one work with students, directing group work and activities, assisting the teacher in the classroom, and/or preparing materials to facilitate classroom projects and will be determined by the assigned classroom teacher(s).
- The student will be required to keep a time sheet documenting the hours spent at Barnes. The time sheet must be signed by the site supervisor(s).

Academic component:

- Class meetings will be held on Mondays. Class attendance is mandatory. Each absence will affect the participation grade. Class discussions will be based on weekly readings addressing a variety of issues related to bilingual education and/or the Spanish Curriculum Archive web site.
- Students will keep a reflective diary (a minimum of 10 entries, i.e., one per week) summarizing and reflecting upon the experience at Barnes. *¡En español!*
- Each student will write a critical summary of two articles per term dealing with issues related to bilingual education. *One* may be from the assigned readings. The summaries may be written in English or Spanish. The student will present *one* of the article

summaries to the class and prepare a question or theme to guide a class discussion related to the article. The article presented may not be one of the assigned readings.

- By the end of Winter quarter each student will prepare one activity for use in the bilingual classrooms at Barnes. The activity will also be included in the SCA (the address for this website is <http://www.sca.pdx.edu/>). This activity is the final project.

Final grade:

Volunteer hours	35%
Class participation	10%
Reflective diary	25%
Article summaries	20%
Final project	10%

Note: The final grade will not be assigned until the end of Winter quarter. At the end of Fall quarter, you will see the grade “IP” on your transcript, which stands for “in progress.”

Accommodations

If you are a student with a documented disability and are registered with the Disability Resource Center, please advise the instructor in order to facilitate arranging academic accommodations.

Student Conduct

“It is strongly recommended that you read the Student Conduct Code (see <http://www.pdx.edu/dos/conductcode#Code>). It details your rights and responsibilities as a student and as a member of Portland State Community.”

Senior Capstone

Senior Capstone is the culmination of the University Studies program. Capstone courses are designed by Portland State University's faculty to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as literate and engaged citizens.

University Studies Capstone Goals

Inquiry and Critical Thinking

Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

Communication

Students will enhance their capacity to communicate in various ways—writing, graphics and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

The Diversity of Human Experience

Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.

Ethics and Social Responsibility

Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

Bilingual Education Capstone goals

- Describe the history of bilingual education in the United States.
- Describe the various types of bilingual education in the U.S.
- Gain hands-on experience in a bilingual classroom.
- Provide much needed bilingual volunteers in classrooms with bilingual children.
- Gain insight into the inner workings of a dual immersion program.
- Understand the challenges to and benefits of bilingual programs.
- Create a Spanish lesson plan for use in public schools.
- Understand the use of benchmarks in creating curriculum and assessments.
- Reflect on academic readings and experiences to integrate theory and practice, and identify individual conceptions and opinions

Pertinent Dates for Fall Term and Tentative Schedule: (Articles available on D2L)

- Sept. 24 Introduction to course and volunteer assignments. View documentary film *Speaking in tongues*.
- Oct. 1 **Introduction to Dual Immersion**
Articles: (1) Donna Christian “Two-Way Immersion Education: Students Learning Through Two Languages” (2) Kathryn Lindholm-Leary, “The Rich Promise of Two-Way Immersion”.
- Oct. 8 **The Role of Parents, Teachers, and the Greater Community**
Articles: (1) Janice Zelazo “Parent Involvement in a Two-Way Bilingual School” (2) Lisa M. Dorner “The Life Course and Sense-Making: Immigrant Families’ Journeys Toward Understanding Educational Policies and Choosing Bilingual Programs” (3) Elizabeth Howard and Donna Christian article “Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level”.
- Oct. 15 **Bilingualism and the Brain**
Articles: (1) Aine Furlong “The relation of plurilingualism/culturalism to creativity: a matter of perception” (2) Laura Ann Petitto “New Discoveries From the Bilingual Brain and Mind Across the Life Span: Implications for Education”.
- Oct. 22 First critical article summary due. *Presentations* and discussion.
- Oct. 29 **More on the Effects of Bilingualism and Bilingual Education**
Articles: (1) Felix Etxebarria Balerdi “Bilingualism and Biculturalism in the Basque Country” (access through the ERIC database) (2) “Executive Summary” of “A National Study of School Effectiveness for Language Minority Students’ Long-Term Academic Achievements”. (Follow the link below or “google” the title) <http://www.usc.edu/dept/education/CMMR/CollierThomasExReport.pdf>
- Nov. 5 **Language Attitudes and Ideologies**
Articles: (1) Benjamin Baez “Learning to Forget: Reflections on Identity and Language” (2) Morren Lopez “Children’s Language Ideologies in a First Grade Dual Language Class”.
- Nov. 12 NO CLASS-Veteran’s Day**
- Nov. 19 Second critical article summary due. *Presentations* and discussion.
- Nov. 26 Article Presentations. Sharing of key points from reflective journals and closing activities. Discussion of final projects and Pew Second Language Design Team report (linked on SCA website) pp. 5, 7, 9-17, 44-46.
- Dec. 3 Time sheets & reflective diaries due. Leave in the WLL office (NH491).

Beaverton School District / Barnes Elementary Non-school Days for during Fall 2010 term:

Staff Development/Teacher Workday/No Students -- Friday, Oct. 12

Parent Teacher Conferences/No Students – Thursday, Oct. 25 – Friday, Oct. 26

Quarter Grading Day/Staff Development/No Students -- Friday, Nov. 9

Veterans' Day Holiday – Monday, Nov. 12

Thanksgiving -- Wed.-Fri., Nov. 21-23

Trimester Grading Day/Staff Development/No Students -- Monday, Dec. 3

Unpaid budget reduction day—Monday, Dec. 10

Winter Break begins -- Friday, Dec. 21