





Introduction to Bilingualism (ELN101) Syllabus

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Spring 2024

Instructor's Information

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Office Hours:	
Preferred communication:	E-mail or Discord is preferred, with which you should expect my response within 24 hours. Also, please talk to me after class if you have any question about the class.
Class Schedule (ELN101.0390):	Wed 10:30-12:45pm (B-A17) one hour asynchronous

Course Goals and Objectives

Catalog Course Description: The course provides a general introduction to bilingualism. It covers the rationale, principles, and applications of a bilingual philosophy of learning. It considers cognitive, psycholinguistic, social, and political aspects of bilingualism. It examines language acquisition theories and issues of language maintenance. It also introduces models of bilingual education and bilingual instruction, including past and present legislation. Experiential learning constitutes a significant part of the course. The learning objectives of the course are:

- Introduce students to cognitive, psycholinguistic, and social aspects of bilingualism.
- Familiarize students with language acquisition theories and research findings in first and second language acquisition.
- Enable students to analyze issues of culture, language maintenance, and language shift as they affect multilingual populations residing in the United States. (Global Learning)
- Provide students with a historical overview of bilingual education in the United States and abroad and political aspects of bilingualism. (Global Learning)
- Introduce models of bilingual education and bilingual instruction in the United States and abroad. (Global Learning)
- Enable students to communicate through writing the experiences of functional bilinguals in an urban context provided by New York City. (Written Communication)
- Advance students understanding of local and global issues in multilingual education and linguistic diversity in a local context of New York City. (Global Learning)
- Reinforce the recognition of ethical dimensions related to language diversity in the United States. (Global Learning)

Section Description: The goal is to cover the foundational concepts in theories of bilingualism and practices in bilingual education in the United States. More specifically, at the end of the semester, students will be able to:

- discuss the issues of linguistic diversity in the US, including the history of bilingualism in the US and language rights and law in the US;
- analyze issues of culture, language maintenance, and language shift as they affect multilingual populations residing in the United States;
- demonstrate an understanding of individual and societal bilingualism in the US;
- explore political, social, educational and moral questions and issues that relate to language diversity in the US, and take position;
- discuss models of bilingual education and bilingual instruction in the United States.

Note. The course bears 3 credits that count as Flexible Core of the CUNY's new general education curriculum, Pathways. This course fulfills LaGuardia's Urban Study graduation requirement.

Flexible Core Objectives: U.S. Experience in its Diversity

The course bears 3 credits that count as Flexible Core (U.S. Experience in its Diversity) of the CUNY's new general education curriculum (a.k.a. Pathways). In this course, students will:

- By completing a staged research project which focuses on the dimensions and controversy surrounding bilingualism and bilingual education in the US, students will gather, interpret, and assess information from a variety of sources and points of view, including what they read, heard, and/or experienced personally.
- By completing a research assignment on the benefits and drawbacks of bilingualism and a research assignment on the models of bilingual education, students will critically evaluate evidence and arguments raised in support and against bilingualism and bilingual education.
- By completing all four components of the staged research project, students will produce well-reasoned written arguments using evidence to support their conclusions about the basic issues related to bilingualism in the US.
- By completing reading and written assignments in this course, students will identify and apply the fundamental concepts and methods of applied linguistics and education to explore the U.S. experience of bilingualism in its diversity.
- By engaging in reflective writing and interacting with New York City bilinguals and bilingual educators, students will analyze and explain the following major themes of US history from more than one informed perspective: bilingualism and bilingual education.
- By considering psychological, social, and political factors of bilingualism, including past and present legislation, students will evaluate how immigration and linguistic diversity have shaped the development of the United States.

Structure of the class

This section of ELN101 is structured in the following way:

- (1) The class is in the following structure:
 - The class meet for 2 hours in-person
 - The class meet for 1 hour asynchronously (at any time during the week, usually using video lectures, discussion boards, group activities etc)
- (2) Each lesson cycle (each week) is in the following structure.
 - **Reading:** Each lesson has required readings. Links to the reading assignments will be posted on Blackboard.
 - **Reading comprehension (RC) questions:** You will take the RC questions (multiple choice questions about your reading assignments) every week. The RC questions are graded.
 - **Mini lecture on the reading assignments:** This must be watched before the synchronous meeting. Links to the mini lectures will be posted on YouTube.
 - **In-person meeting:** During the in-person meeting, we will review the topic(s) of the week and engage in group/individual work. Link to the synchronous meeting will be posted on Blackboard.
 - **Post-lecture comprehension (PLC) questions:** PLC questions will be conducted after the lectures every week. The PLC questions are graded.
 - **Post-lecture activity (PLA):** Each topic has a post-lecture activity, which must be submitted before the next lecture. The PLA is graded.
- (3) Links to the class resources (e.g., reading assignments, a link to the lecture videos, Discord sign-up link etc) will be sent to you in the welcoming e-mail from me before the first day of class. Please keep that e-mail during the semester.

Hybrid (partially online) Section

This course is a "hybrid" class. Our goals and objectives are comparable to any other class, but the hybrid section combines a face-to-face classroom with substantial internet-based readings, activities, and video viewing. Each week, one class session is replaced by online work. This online work will prepare you to engage in practical applications and discussions in the face-to-face class, and therefore must be completed before your face-to-face class. In addition to this online class work, you may also have regular and online homework, just as would be part of any regular course. Note that asynchronous online assignments are time sensitive. Your timely participation in the course's online components counts as your attendance in the hybrid course. In addition, the quality of your online work determines 33% of your grade.

You must have regular and reliable internet access to complete this course; on-campus labs are available for this purpose. If you experience any difficulties with getting access to your campus online course, sending assignments, or any other technical support issues, stop by the Technology Support Center located in B127.

To take an online class, a student must have completed at least one semester at LaGuardia and achieved a cumulative grade-point average (GPA) of 2.0 or better on all college-level work. See <https://www.laguardia.edu/online/> for more information about students' minimal requirements for taking a hybrid class.

The convenience of hybrid courses brings increased responsibility for time management. You should adhere to a personal schedule for working on the online components of the course, and set reminders to meet assignment deadlines. Avoid waiting until the last minute to complete and submit online hour assignments as technical problems may occur. Computer or Internet problems are not an excuse for late work.

Textbook, grading, and other class logistics

Textbooks: This is a Zero Textbook Cost course. To reduce prohibitive textbook costs, instead of publisher's textbooks, this section uses a mix of Open Educational Resources textbooks, links to scholarly and professional websites, and resources from CUNY library databases.

Research project: The staged research project on the dimensions and controversy surrounding bilingualism and bilingual education in the US will give you the opportunity to develop your critical thinking, academic research, and writing skills as you work through the various phases of this inquiry-based assignment, from the initial idea-generating phase to the final written report and reflection on the findings.

Course portfolio: During the semester, students will maintain a course portfolio to document and demonstrate their learning this semester. The portfolio, consisting of designated writing assignments (e.g., research project), will be evaluated at the end of the semester. Students will also submit one assignment in the college assessment environment under critical literacy.













Grades: The various course components will be weighted in the following manner to determine each student's course grade:



- Staged research project: 40% (20% each)
 - Research Paper #1 Case Study: Interview with a Bilingual (20%)
 - Research Paper #2 Bilingual Community in New York City (20%)
 - E-portfolio: 5%
 - Quizzes: 15% (5% each)
 - Weekly comprehension checks (RC and PLC): 20% (2% each)
 - Weekly asynchronous activities (PLA): 20% (2% each)
- ▶ Grade distributions: **A:** 95-100%, **A⁻:** 90-94%, **B⁺:** 86-89%, **B:** 83-85%, **B⁻:** 80-82%, **C⁺:** 76-79%, **C:** 73-75%, **C⁻:** 70-72%, **D⁺:** 66-69%, **D:** 63-65%, **D⁻:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈ F), **W:** Withdraw








Weekly Schedule (subject to change)







Below is a tentative weekly schedule. The latest schedule will be posted on the course website (<https://t-nagano.com/mycourses/ELN101/>) every week.

Week	Topic
Week 1	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Topic: Course overview: Linguistic Diversity in the U.S. </div>  Readings

	<ul style="list-style-type: none"> • Wiley, T. G. & Bhalla, S. (2017). <i>The Demographics of Heritage and Community Languages in the United States</i>. (3). In O. Kagan, M. Carreira, & C. Hitchens-Chik (Eds.), <i>The Routledge Handbook of Heritage Language Education</i>. (pp. 33-47). New York, NY: Routledge. • Nagano, T. (2015). Demographics of Adult Heritage Language Speakers in the United States: Differences by Region and Language and their Implications. <i>The Modern Language Journal</i>, 99(4), 771-792. (read only p.772 and pp.788-791) <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • Mini-lesson: Course syllabus • Mini-lesson: Introduction to Blackboard • Mini-lesson: Introduction to Slack <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • RC: Reading Comprehension Questions 1 • PC: Post-lecture Comprehension Questions 1 • PLA: Autobiographical Reflection on Language <p> Key Terms</p> <p><i>Current state of bilingualism in the U.S.; Immigration and bilingualism; Deficient view of bilingualism; Acquisition of English: Three generations rule "Linguistic Graveyard"</i></p>
Week 2	<p>Topic: Linguistic Diversity in New York City</p> <p> Readings</p> <ul style="list-style-type: none"> • Labo, A. P. & Salvo, J. J. (2013). A Portrait of New York's Immigrant Mélange. In N. Foner (Ed.), <i>One Out of Three: Immigrant New York in the Twenty-First Century</i>. (pp. 35-63). New York, NY: Columbia University Press. • Labo, A. P. & Salvo, J. J. (2013). The Newest New Yorkers: Characteristics of the City's Foreign-born Population. Department of City Planning, the City of New York. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • Mini-lesson: How to use the U.S. Census Microdata <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • RC: Reading Comprehension Questions 2 • PC: Post-lecture Comprehension Questions 2 • PLA: MTA linguistic access mini-project <p> Key Terms</p> <p><i>the 1965 Immigration Act; the U.S. Census; American Community Survey (ACS); Melting pots vs. ethnic enclaves; neighborhoods; international in-bound immigration vs. domestic out-bound emigration</i></p>
Week 3	<p>Topic: Different Types of Bilingualism</p> <p> Readings</p> <ul style="list-style-type: none"> • Wei, L. (2007). Dimensions of bilingualism. In L. Wei (Ed.), <i>The Bilingualism Reader</i>. (pp. 3-25). New York, NY: Routledge. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • Mini-lesson: Different types of bilinguals <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • RC: Reading Comprehension Questions 3 • PC: Post-lecture Comprehension Questions 3 • PLA: Developing questionnaire items for the interview with an urban bilingual <p> Key Terms</p> <p><i>Immigration and linguistic diversity; Types of bilingualism (proficiency, process, and timing); Causes of bilingualism</i></p>
Week 4	<p>Topic: Views on Language Diversity in the U.S.</p> <p> Readings</p>

	<ul style="list-style-type: none"> • Garcia (2009). Ch. 1 <i>Introducing Bilingual Education</i> (pp.3-20) • [start reading] Merriam, S. B. & Tisdell, E. J. (2015). Conducting Effective Interviews. In <i>Qualitative Research: A Guide to Design and Implementation</i>. (only pp. 117-130). Hoboken, NJ: Jossey-Bass. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • Quiz 1 • RC: Reading Comprehension Questions 4 • PC: Post-lecture Comprehension Questions 4 • PLA: TBA <p> Key Terms</p> <p><i>What is bilingualism?; Myths and reality of bilingualism; Language diversity as problem; Language diversity as right; Language diversity a resource</i></p>
Week 5	<p>Topic: Introduction to Interview Research and Transcript Analysis</p> <p> Readings</p> <ul style="list-style-type: none"> • Merriam, S. B. & Tisdell, E. J. (2015). Conducting Effective Interviews. In <i>Qualitative Research: A Guide to Design and Implementation</i>. (only pp. 131-136). Hoboken, NJ: Jossey-Bass. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • RC: Reading Comprehension Questions 5 • PC: Post-lecture Comprehension Questions 5 • PLA: TBA <p> Key Terms</p> <p><i>Interviews; transcript analysis; coding; qualitative analysis</i></p>
Week 6	<p>Topic: Individual Bilingualism</p> <p> Readings</p> <ul style="list-style-type: none"> • Garcia (2009). Ch. 3 <i>Bilingualism and Translanguaging</i> (pp.42-72) <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • How to take quizzes online (Blackboard) <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • RC: Reading Comprehension Questions 6 • PC: Post-lecture Comprehension Questions 6 • PLA: Developing ePortfolio for ELN101 <p> Key Terms</p> <p><i>History of immigration in the U.S.; Linguistic graveyard; Factors for the maintenance of non-English languages</i></p>
Week 7	<p>Topic: First Language Acquisition</p> <p> Readings</p> <ul style="list-style-type: none"> • Lightbown, P. & Spada, N. (2013). Language Learning in Early Childhood. In <i>How Languages are Learned</i>. (pp. 5-34). Cambridge, Mass.: Oxford University Press • [optional] Lightbown, P. & Spada, N. (2013). Individual Differences in Second Language Learning. In <i>How Languages are Learned</i>. (pp. 75-101). Cambridge, Mass.: Oxford University Press. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • Paper 1 due • RC: Reading Comprehension Questions 7 • PC: Post-lecture Comprehension Questions 7 • PLA: Identifying developmental stages of infants' utterances

	<p> Key Terms <i>Brain and language; Broca's area, Wernicke's area; Aphasia; brain imaging techniques (EEG, PET, MRI, fMRI); Critical Period Hypothesis</i></p>
Week 8	<p>Topic: Bilingualism: An Asset or a Liability in the U.S.?</p> <p> Readings</p> <ul style="list-style-type: none"> Garcia (2009). Ch. 5 <i>Benefits of Bilingualism</i> (pp.93-110) Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. <i>Bilingualism: Language and Cognition</i>, 12(1), 3-11. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> Quiz 2 RC: Reading Comprehension Questions 8 PC: Post-lecture Comprehension Questions 8 PLA: TBA <p> Key Terms <i>Cognition, IQ Test, executive function, code switching, Simon task, Flanker task, Stroop task</i></p>
Week 9	<p>Topic: Introduction to Empirical Research (Writing Workshop)</p> <p> Readings</p> <ul style="list-style-type: none"> Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). Assembling Reasons and Evidence. In <i>The Craft of Research</i>. (pp. 130-138). Chicago: University of Chicago Press. Garcia (2009). Ch. 5 <i>Benefits of Bilingualism</i> (pp.93-110) <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> RC: Reading Comprehension Questions 9 PC: Post-lecture Comprehension Questions 9 PLA: TBA <p> Key Terms <i>Qualitative vs. quantitative research; subjectivity vs. objectivity</i></p>
Week 10	<p>Topic: History of Bilingualism and Language Policies in the U.S.</p> <p> Readings</p> <ul style="list-style-type: none"> Dicker, S. (2003). The Modern Official-English Movement. In <i>Languages in America: A Pluralist View</i>. (pp. 164-215). Clevedon, UK: Multilingual Matters. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> RC: Reading Comprehension Questions 10 PC: Post-lecture Comprehension Questions 10 PLA: TBA <p> Key Terms <i>Subtractive bilingualism; additive bilingualism; recursive bilingualism; dynamic bilingualism</i></p>
Week 11	<p>Topic: Second Language Acquisition</p> <p> Readings</p> <ul style="list-style-type: none"> Lightbown, P. & Spada, N. (2013). Individual Differences in Second Language Learning. In <i>How Languages are Learned</i>. (pp. 75-101). Cambridge, Mass.: Oxford University Press. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> TBA <p> Assignments & Assessment</p>

	<ul style="list-style-type: none"> • Quiz 3 • Paper 2 due • RC: Reading Comprehension Questions 11 • PC: Post-lecture Comprehension Questions 11 • PLA: TBA <p> Key Terms xxxxxx</p>
Week 12	<p>Topic: Overview of Bilingual Education Types</p> <p> Readings</p> <ul style="list-style-type: none"> • Baker, C. & Wright, W. E. (2017). Types of Bilingual Education. In <i>Foundations of Bilingual Education and Bilingualism</i>. (pp. 196-213). New York, NY: Multilingual Matters. <p> Asynchronous Activities (optional assignments)</p> <ul style="list-style-type: none"> • TBA <p> Assignments & Assessment</p> <ul style="list-style-type: none"> • RC: Reading Comprehension Questions 12 • PC: Post-lecture Comprehension Questions 12 • PLA: TBA <p> Key Terms xxxxxx</p>
Final Week	<p> Assignments & Assessment</p> <ul style="list-style-type: none"> • Final Paper Due

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with the College’s Declaration of Pluralism, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: This attendance policy was adopted for the courses in the Education and Language Acquisition Department on February 21, 2024.

Class attendance and participation are significant components of the learning process and play a major role in determining overall student academic achievement. Therefore, students are strongly encouraged to attend and participate in all class sessions of the courses in which they are registered. For Verification of Enrollment purposes faculty must record attendance for the first two (2) weeks of classes. A student who does not attend any of the class meetings during the first two (2) weeks (or the equivalent in online courses) will be reported as “Never Attended” and dropped from the course. Participation will be linked to completion of course activities and class assignments, which may include required class attendance or for asynchronous courses completing specific activities. Please carefully review the course syllabus to determine how participation and attendance are assessed in your class.

The academic dishonesty policy: As stated in the catalog: “Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of ‘F’ on a given test, research paper or assignment, to an ‘F’ in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded."