

**DINE COLLEGE
COURSE SYLLABUS
EDU 292**

COURSE NUMBER, TITLE, AND CREDIT: EDU 292 Bilingual-Bicultural Education and Curriculum Critique (3)

CLASS MEETING TIME(S) AND LOCATION: Tuesday 6 PM to 9 PM New High School C Room 20

INSTRUCTOR: Benjamin Barney

SEMESTER: Fall Semester 2005

OFFICE LOCATION: NHC 601 G at the Tsaille Campus

OFFICE HOURS: By Appointment.

OFFICE PHONE NUMBER: (928) 724-6700

E-MAIL ADDRESS: bbarney@dinecollege.edu

(Note: the underlined prerequisite and descriptions are new)
PREREQUISITE: ENG 101 & EDU 111

COURSE DESCRIPTION: Presents bilingual-bicultural education models, policies, and strategies for Navajo and other American Indian students. Relates the course content to tribal and state academic standards for pre-K-12 learners. Offers a critique of bilingual-bicultural teaching materials and curricula. Emphasizes parent and community involvement.

PREREQUISITE: FST 131 & ENG 100B

This course presents bilingual-bicultural K-8 education teaching and learning, theories, and policies for indigenous students with special attention to Navajo Nation schools. It provides opportunities for students to better understand bilingual-bicultural issues through analysis of programs as well as through experiences in schools and communities.

COURSE CONTENT: the instructor will develop this schedule.

RATIONALE: Required for an AA degree in Elementary Education. It is also transferable to other universities.

Nits1h1kees: This course covers theories underlying methods, materials, and assessment most appropriate for Navajo and Native American through bilingual-bicultural education.

Nahat'1: This course emphasizes communication and organization skills needed for success in teaching bilingual-bicultural lessons. It emphasizes that students take responsibility for proper preparation of a successful teaching and learning experience.

lin1: This course provides the opportunity for mini lessons, using materials developed with appropriate audio-visual equipment.

Siihasin: This course emphasizes evaluation of classroom activities. It requires that students offer and take constructive criticism as well as to improve on what they present by re-doing their work based on peer critiques before turning them in for final grading.

SPECIFIC OBJECTIVES FOR STUDENTS:

Nits1h1kees: During this class, the student will:

1. Know the effectiveness debate;
2. Understand Basic Research on Language Acquisition;
3. Know Alternatives to Bilingual Education;
4. Know Bilingualism on the Navajo Nation.

Nihat'1: During this class, the student will:

1. Understand Language Policy and School Reform;
2. Know the Disaster at the Polls;
3. Understand English Only or English Plus;
4. Know the Evolution of Federal Policy.

lin1: During this class, the student will:

1. Understand Theory into Practice: The Case Studies Project;
2. Know Indian Bilingual Education;
2. Know California: Coping with Diversity;
3. Know Two-Way Bilingual Education.

Siihasin: During this class, the student will:

1. Understand Bilingualism in America: A Forgotten Legacy;
2. Understand and be able to articulate a position against AZ Proposition 201;
3. Know Title VII;
4. Know English Language Empowerment Act.

REQUIRED TEXT AND MATERIALS:

Crawford, James. Educating English Learners: Language Diversity in the Classroom. 5th Edition. Los Angeles: Bilingual Educational Services, Inc.

LIBRARY RESERVED MATERIALS: As needed.

SUPPLEMENTAL MATERIALS: Anything that will aid the student in understanding the class materials.

ATTENDANCE POLICY: 2 unexcused absences will result in a drop. Students are responsible for all material missed when absent; class notes and assignments must be obtained from classmates. Handouts can be obtained from instructor. Absences MAY be excused if instructor is notified ahead of time and missed assignments are handed in on the first day student is back in class.

EVALUATION AND ASSESSMENT METHODS: Because this course is designed to fit the conceptual framework of the Dine Education Philosophy paradigm, assessment is continuous and varied. Student performance and outcomes will be assessed thorough self, peer and teacher ratings of group projects and individual activities; through scores on quizzes over text material; through teacher evaluation of student participation in class activities; and evaluation of student’s Portfolio.

OTHER COURSE REQUIREMENTS:

1. Mid-term: activities (**150 points**). Guidelines forthcoming
2. Survey papers –10 major elements of BL & BC Ed (**50 points**)
3. Final exam –open-ended questions (**100 points**)
4. EXTRA CREDIT: Interviews. (**20 points**)

Total of 300 points

GRADING CRITERIA:

90%-100% = A
 80%-89% = B
 70%-79% = C
 60%-69% = D
 below 59% = F

Prepared by: _____ **Date:** _____
 Benjamin Barney, Instructor

Reviewed by: _____ **Date:** _____
 Division Director & Chair
 Director of Center for Dine Teacher Education