

University of Massachusetts Boston
Department of Applied Linguistics

APLING 697

Special Topics: Parent and Community Involvement: Linking Home to School Learning

Course Syllabus

Spring 2010

Monday, 4:00-6:30

Wheatley, First Floor, Room 63 (new room being located)

Instructor: Lilia I. Bartolomé, Ph.D.
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Office Hours: Monday, 6:45-8:00 and upon request

Course description: This course is designed to introduce students to current schools of thought and approaches for organizing and working with immigrant and linguistic minority parents so that together they can more effectively help their children navigate and academically succeed in school. Students will critically analyze parent education literature and relevant educational/sociological theories, in particular Cultural Capital theory, in order to arrive at their own coherent parent education orientation. As part of this overview, students will analyze research studies that describe: successful parent education, effective community organizing efforts, specific cultural groups' beliefs about parenting and language and literacy practices (with emphasis on Latino, Cape Verdean, and Haitian linguistic minority parents) and working-class and low SES parents' perceptions of and interactions with schools. As well, students in the course will examine the work of Boston-area local parent education organizations. Finally, participants will submit a final report documenting their fieldwork experiences, learning, and exposure to relevant parent education/community organizing literature and theories.

Instructional Format: This course will follow a seminar structure in which participants attend class regularly and arrive prepared and ready to engage in participatory activities. Students will work in a variety of settings including traditional lectures, small group, whole, and dyad/pair settings. In addition, participants are expected to orally present during the semester. Students are expected to lead a discussion on one selected course reading and to provide a copy of their written paper to every member of the class. Throughout the semester, students are also expected to visit and observe one parent education classroom or community organizing setting of their choice at least three times (or six hours). Furthermore, a take-home essay exam will be completed approximately halfway into the semester. Finally, throughout the semester, students will be expected to informally discuss, during class time, their parent education or community organizing observations before submitting their final observation paper.

Course requirements:

1. **Attendance and participation in class activities and discussion (10%)** are basic requirements of the course. You are expected to be punctual and to regularly attend all classes. **If you cannot make a 4:00 pm class start time, please do not take the course.** It is important that you attend class in a prompt fashion and come prepared to discuss the assigned course readings. All readings should be done before a topic is discussed in class. Readiness to participate is essential as is careful attention to the contributions of others in the class. Discussion may take many forms including critiquing the readings, summarizing the issues raised by them, working in small groups or with a partner, and asking questions or commenting on the positions expressed by other members of the class.

2. **Written 2-3 page critique and oral presentation of one article/chapter (20%)**: Students are expected to select one article (or chapter) of their choice to critically review in a 2-3 page paper, and to formally present their critique to the class. **Although each student presents on only one article or chapter, s/he is expected to demonstrate familiarity with all course readings assigned for that day.** **Furthermore, each presenter is expected to duplicate his/her critique for the entire class.** Each presentation should take approximately 20-25 minutes. Student presentations will be scheduled over the semester. On days when presentations are scheduled, one or two students will present. PLEASE KEEP IN MIND THAT YOU SHOULD NOT GO OVER YOUR TIME ALLOWED.

A presentation sign up list will be available early in the semester so students have ample time to read and prepare their presentations which will be held throughout the semester. Students are encouraged to include the following components in their papers: (1) a brief summary or overview of the article; (2) identification of 1-2 key themes in the article/chapter; (3) a succinct and critical discussion of the identified key themes; (4) a conclusion, and (5) practical parent education or community organizing implications. **After signing up for a presentation date, each student is expected to contact the instructor as soon as possible to discuss the content of his/her presentation.**

3. **Take-Home Midterm Exam (35%)**: Students are expected to successfully perform on an essay take-home exam (1-2 questions) that covers approximately the first half of the semester's content. Students are encouraged to approach this exam as preparation for the Applied Linguistics Comprehensive Examination. On the exam, **you are expected to explicitly link your answers to relevant course readings, authors, lectures, videos, and peer presentations.** While students are encouraged to cite non-course readings, the bulk of the citations should reflect Apling 697 course content and readings. **The take-home exam will be handed out on March 8 and will be due two weeks later on March 22 before class.**

4. **Final assignment: Parent education fieldwork report including parent education/organizing recommendations (35%)**: The practical component of this course involves observing and possibly participating in parent education or community organizing efforts and to document the learning process. Students are expected to secure their own sites, arrange their visitation dates, and complete a minimum of 6 hours in the classroom. Please keep in mind that I run two adult ESL/parent education classes in Mattapan and Brockton. You are

FINAL SYLLABUS

encouraged to work with parents at either site as part of your final project. This experience is intended to facilitate reflection about how educators might critically apply the theories and perspectives covered in the course to actual parent education and community organizing efforts. **Students should inform the instructor of their intentions to carry out fieldwork before or on March 1, 2010.** Students should schedule a meeting with the professor if they require assistance accessing a fieldwork site.

Students are responsible for keeping a time log, observation, reflection notes, and relevant documents and copies of activities as well as for obtaining the cooperating teacher or organizer's signature after completing the required hours. In addition, each student is expected to write a 7-8 page (typed and double-spaced) report (not including the bibliography) detailing what the student has learned.. In writing their papers, students should make every effort to link to and cite relevant course readings. Keep in mind that this final paper takes the place of a final comprehensive examination so every effort should be made to treat this assignment as a vehicle to demonstrate one semester's worth of learning. **(The instructor will have Parent Education/Community Organizing Fieldwork Guidelines available early in the semester to assist students in observing and interviewing teachers/organizers.) The final report and notebook (containing time log, observation, reflection notes, and any other relevant documentation is due on the last class meeting, May 10, 2010.**

Reminder of Important Dates:

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| Feb. 1 & 8, 2010 | Sign up for student presentation |
| March 1, 2010 | Inform professor of your intentions to observe a parent education or community organizing site |
| March 8 & 22 | Midterm is handed out on March 8 and due back on March 22 |
| March and April | Conduct visits/observations and collect data for final project |
| May 10, 2010 | Last day of classes/final assignment due |

Relevant Policy

Late Assignment Policy: If you need an extension for one of your assignments, please speak to me well before the assignment or presentation is due so that we can negotiate a new due date. There are no extensions beyond the date you and I agree upon. If the assignment is not turned in by the agreed-upon new due date, there will be no credit for the assignment.

Incomplete Grading Policy: It is important to note that “incompletes” are not an optional grade in this course. Incompletes are granted only for medical reasons or other extraordinary circumstances. Please see University policy regarding incompletes.

Need for Special Accommodations: Section 504 and the American with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If you have a disability and feel you need accommodations to complete course

requirements, please contact the Ross Center (M-1-401) at (617) 287-7430.

Code of Student Conduct: Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s). See “Code of Student Conduct” at following site: www.umb.edu/student_services/student_rights/code_conduct.html.

Syllabus Information: Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

Please note that this syllabus is subject to change.

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Class Readings

1. Given that this is the first time this course is being offered and there will be some experimentation with readings, all required readings will be electronically available on our course Yahoo webpage. readings available on-line via the link: <http://groups.yahoo.com/group/Apling697>. Please contact Silvia Coffidis (silviacoffidis@hotmail.com) if you require assistance accessing the webpage readings.

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Course Topics & Readings

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| (Week 1)
Jan 25 | Course Introduction: Why are you taking the class and what would you like to learn? <ul style="list-style-type: none">• Welcome/Professor Introduction• Needs Assessment• Syllabus Overview, Requirements, and Readings• Syllabus Worksheet• Student Introduction• Student Expectations and Questions |
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**(Week 2)
Feb. 1** **Parent Education Typologies and Rationales**

- Readings:**
1. Joyce L. Epstein, School/Family/Community Partnerships: Caring for the Children We Share
 2. Michele Fine, [Ap]parent Involvement: Reflections on Parents, Power, and Urban Public Schools and Responses
 3. Concha Delgado Gaitan, Involving Parents in the Schools: A Process of Empowerment
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(Week 3)
Feb. 8 **Understanding School, Family, and Community Partnerships**
Student Presenters: Gary Bechtold, Silvia Coffidis, and Blondine Hypolite

Readings:

1. Joyce L. Epstein, Toward a Theory of Family-School Connections: Teacher Practices and Parent Involvement
 2. Joyce L. Epstein, Perspectives and Previews and on Research and Policy
 3. Henry J. Becker & Joyce L. Epstein, Parent Involvement: A Survey of Teacher Practices
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(Week 4)
Feb. 15 **NO CLASS MEETING—UNIVERSITY HOLIDAY**

(Week 5)
Feb. 22 **Naming and Interrogating Deficit Perspectives of Immigrant Parents and their Children**

- **Guest Speaker: Alice Levine**, Boston Public Schools Family Education Coordinator and Educator for High Impact Strategies for Engaging Families in Children's Learning (4:00-5:30)
- **Student Presenters: Armando Vieira** (Dudley-Marling article) and **Dianne Zimbabwe** (Olmedo article) (5:30-6:30)

Readings:

1. Curt Dudley Marling, Home-School Literary Connections: The Perceptions of African American and Immigrant ESL Parents
 2. Lindsey Perez Huber, Challenging Racist Nativist Framing: Acknowledging Community Cultural Wealth
 3. Irma M. Olmedo, Using Oral History to Explore Funds of Knowledge within a Puerto Rican Family
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(Week 6)
Mar. 1 **Understanding and Exploring Cultural and Social Capital Theory and its Applications to Parent/Community Organizing**

- **Guest Speaker: Maria Gonzalez**, Parent Education
- Consultant (Inform professor of your intentions to observe a parent education or community organizing site)
- **Student Presenter: Emily Robinson** (Noguera article on Social Capital)

Readings:

1. Annette Lareau, Social Class Differences in Family-School Relationships: The Importance of Cultural Capital
 2. Pedro Noguera, Transforming Urban Schools through Investments in the Social Capital of Parents
 3. Jamie Lew, The “Other” Story of Model Minorities: Korean Americans
- Optional:
4. Lisa Delpit, The Silenced Dialogue

(Week 7)
Mar. 8 **The Significance of Social Class and Deficit Views of Poverty**
* **Guest Speaker: Curt Dudley-Marling, Professor of Education, Boston College**
* (Take-home midterm handed out and due on March 22nd)
* **Student Presenter: Jessica Veira** (DeGaetano article on Latino

Parents)

Readings:

1. Jean Anyon, Social Class and the Hidden Curriculum of Work
 2. Curt Dudley-Marling, Return of the Deficit
 3. Janice Kroeger, . . .The Contentious Practices. . . of Middle-Class Parents
 4. Yvonne DeGaetano, The Role of Culture in Engaging Latino Parents' Involvement in Schools
- Optional:
5. D. Reay, Beyond Consciousness? The Psychic Landscape of Social Class
 6. Marta Menchaca, Early Racist Discourses

(Week 8)
Mar. 15 **NO CLASS MEETING—SPRING BREAK**

(Week 9)
Mar. 22 **Haitian Parents, Communities, and the Schools**
* **Guest Speaker: Dr. Lunine Pierre-Jerome, Boston Public Schools**
* (Midterm due today before class)
* **Student Presenters: Jean H. Bourdeau** (Buxton, Okhee & Mohotiere)
and **Janet E. McCourt** (Flore Zephir)

Readings:

1. Buxton, Okhee & Mohotiere, The Role of Language in Academic and Social Transition of Haitian Children and Their Parents in Urban US Schools
 2. Flore Zephir, Chapter 4, Coming to the United States, and Chapter 5, No Longer Invisible: Haitian Ethnic Communities
 3. Eric Jacobson, Introduction, and Historical and Sociocultural Background (of Haitians)
 4. Sara E. Lee, Class Matters
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(Week 10)
Mar. 29

Latino Parents, Communities, and the Schools

*** Guest Speaker: Barbara Flores, Professor of Language and Literacy, California State University San Bernardino**

*** (Will also present a university-wide lecture on Tuesday, March 30, from 6-7:30 PM; location TBA)**

*** No student presenters scheduled**

Readings:

1. Barbara M. Flores, The Intellectual Presence of the Deficit View of Spanish-speaking Children in the Literature
 2. Concha Delgado-Gaitan, School Matters in the Mexican-American Home: Socializing Children to Education
 3. Carreón, Drake, & Barton, The Importance of Presence: Immigrant Parents' School Engagement Experiences
 4. Y. L. Espiritu, The Intersection of Race, Ethnicity, and Class: Second Generation Filipinos
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(Week 11)
April 5

Cape Verdean Parents, Communities, and the Schools

*** Guest Speaker: Dr. Joao Rosa, Professor of Education, UMass/Dartmouth**

*** Student presenter: Vanda Lopes (Brito, Lima, & Auerbach)**

Readings:

1. Joao M. Monteiro, Between Exclusion and Non-Inclusion
 2. Marilyn Halter, Introduction, Cape Verdeans—All Colors and All Hues; Chapter 1, Becoming Visible: A Demographic Profile
 3. Auerbach, Brito, and Lima, . . .A Course in Cape Verdean Culture and History
 4. TBA
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****(Week 12)**
April 15 instead
of April 12)

Effective Parent Education Efforts

THURSDAY GUEST SPEAKER

Dr. Alberto Ochoa, Professor in Department of Policy, Language, and Cross-Cultural Education, San Diego State University and co-founder of PIQUE (Parent Institute for Quality Education)

*****University-wide lecture scheduled for 6:00-7:30; location TBA*****

Readings:

1. Alma Flor Ada, The Pajaro Valley Experience
 2. Honkala, Leporanta-Morley, Liukka, and Rounge, Finnish Children in Sweden Strike for Better Education
 3. Tove Skutnabb-Kangas, Resource Power and Autonomy through Discourse in Conflict: A Finnish Migrant School Strike in Sweden
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(Week 13) **NO CLASS MEETING—UNIVERSITY HOLIDAY**
April 19

(Week 14) **Effective Parent Education /Community Organizing Efforts**
April 26 * **Guest Speaker: Ned McCabe, Founder and Chair of Portsmouth Reads**
 * **Student Presenters: Karen Provenzano** (Beyond the Bake Sale)
 Jenny Lio ([Chinese] Parent Involvement)

Readings:

1. Warren, Hong, Rubin, & Uy, Beyond the Bake Sale: A Community-based Relational Approach to Parent Engagement in the Schools
 2. D. Crystal Byndloss, Revisiting Paradigms in Black Education: Community Control and African-centered Schools
 3. Cheng Shuang Ji, [Chinese] Parent Involvement in Children’s Education
- Optional:
4. Archun Fung, Accountable Autonomy: Toward Empowered Deliberation in Chicago Schools and Policing
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(Week 15) **Effective Community Organizing Efforts**
May 3 * **Guest Speaker: Judith Alexandre, Director of the Multilingual Action Council at Wheelock College and BPON (Boston Parent Organizing Network]**
 * **Student Presenter: Chris Hurley** (Prologue, Chapters 1 & 2)

Readings:

- Readings taken Jeannie Oakes & John Rogers (and Martin Lipton):
1. Prologue: Learning Power; Chapter 1, Unjust Schools; Chapter 2, The Limits of Reform;
 2. Chapter 7, Parents U-Turn: Parents Organized for Inquiry and Action;
 3. Chapter 8, The Educational Justice Collaborative: Activist Groups Working Together for Equitable Schools
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(Week 16) **Last Class Meeting**
May 10 * **Students to informally share their final projects (Final papers due)**

FINAL SYLLABUS

today)

- * **Make-up student presentations**
- * **Course wrap-up/Course Evaluations**
- * **Conclusion/Dismissal**

Reading:

Jeannie Oakes & John Rogers (and Martin Lipton), Chapter 9, Making Schools and Society Just:
The Power of Inquiry and Organizing

(Bibliography to be provided separately)