

ALD 329, Section and Acquisition of Language and Literacies  
Unique Number: 73365  
Summer I, 2020

**Course Information**

Class meets: *MTWTHF, 2:30-4:00 pm, Online*

Instructor: Laura Turner

Pronouns: she, her, hers

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Office Location: Online

Office Hours: 4:00-5:30 pm (or by appointment)

T.A.: Mohit Mehta

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Office Location: Online

Office Hours: 4:00-5:30 pm (or by appointment)

**Land Acknowledgment**

We begin this syllabus by recognizing that we stand on the shared lands and waters of the Comanche and Tonkawa. We express our respect for the three federally-recognized nations: Alabama-Coushatta, the Kickapoo Traditional Tribe of Texas, and the Ysleta del Sur Pueblo, within the state as well as other Indigenous peoples and nations such as the Karankawa, Caddo, Lipan Apache, Comanche, Wichita, Coahuiltecan, Neches, Comecrudo, and Mission Indians that have historic ties to these homelands. We also acknowledge the multiple ways the State of Texas and the residents of this Land have benefitted from the forced and systematic removal of Native peoples from Texas. ***Land acknowledgements are a small step toward correcting the stories and practices that erase Indigenous histories and the ongoing presence of Indigenous peoples today. As teacher educators and researchers, many of us are complicit in this erasure, and it is imperative that we recognize, support, and advocate for the sovereignty of Native nations in our work.***

**University Catalog Course Description**

This course will provide an overview of theoretical and practical perspectives on the nature of language in education, its use and usage. Students will explore principles of discourse, phonology, morphology, syntax and semantics as they relate to second language acquisition. We will also cover language varieties, social conventions and linguistic structures. The focus of the course is to prepare pre-service teachers to best meet the **semiotic, linguistic, academic, etc. needs of emergent bilingual students in the K-12 classroom from a holistic multilingual perspective.**

Topics include English structures and analysis, identification of emergent bilingual students' academic and linguistic learning needs, and pedagogical strategies to promote language acquisition. Our beliefs about language and its acquisition shape the kinds of opportunities we provide our emergent bilingual students and are therefore highly consequential to their educational trajectories. This course is structured to support the student in designing, implementing and reflecting on the language development of emergent bilingual students in a variety of contexts from a holistic perspective. Subjects explored in the course include initial language and literacy acquisition theory; second language acquisition theory; relations among first and additional languages in literacy and language acquisition; home, school, and learners' perspectives; and current issues in literacy and multilingual classrooms.

## Course Goals

*By the end of the semester, the successful student will be able to:*

1. Discuss the complexities of the English language.
2. Explain English language structures and patterns.
3. Critically analyze the linguistic features of an emergent bilingual's oral language sample from a holistic multilingual, multimodal perspective.
4. Understand language as a sociopolitical and historical construct.
5. Appreciate varieties of the English language and its ongoing transformation.
6. Identify the linguistic challenges facing emergent bilingual students in the academic context.
7. Design activities appropriate to emergent bilingual students' linguistic needs in the academic context.
8. Identify and reflect upon attitudes towards, and modes of inquiry regarding language.
9. Articulate theories of language (e.g. variation, phonology, social conventions, use/usage).
10. Identify instructional strategies to address emergent bilingual students' academic & linguistic development.

## Required Reading

Freeman, D. E. and Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, and grammar* (Second Edition). Portsmouth, NH: Heinemann.

*Supplemental course readings will be available on Canvas*

## Educator Standards this Course Addresses

[ISTE Standards](#)

[TEA Educator Standards](#)

**Course prerequisites:** Applied Learning and Development 327

## Writing Flag

ALD 329 carries the Writing Flag. Writing Flag courses are designed to give students experience writing in an academic discipline. In this class, you will write regularly throughout the semester, complete a substantial writing project, receive feedback from your instructor and your peers to help you improve your writing, and provide feedback to your peers. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. A substantial portion of your grade will come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## Statement on Learning Success

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. We also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

### **Cross Cutting Themes and Professionalism**

Students in this course are held to professionalism standards in line with the Cross Cutting Themes of the College of Education (see p. 9-10 of this syllabus). As a representative of UT and a future educator, please practice the standards of professionalism you would in a school or other educational setting, whether this course is or is not field-based. We are building dispositions of the profession, which include those professional attitudes, values, and beliefs expected of an education professional. When we learn in schools and other educational spaces, we enter with humility, open to what we can learn in the setting and from the students, teachers and other community members. We also practice reciprocity, considering how we can contribute to the places where we are fortunate to learn. University classrooms are places to engage in these practices of open learning and reciprocity. Students should be open to new perspectives and work collegially with others, including instructors.

### **Attendance Policy**

PDS Policy: The PDS policy for attendance is as follows: Attendance is mandatory and arriving on time and staying the full length of the class is required.

- There are no unexcused absences.
- You are allowed one excused absence for the semester (see below).
- Subsequent excused absences will be at the discretion of the instructor.
- Each unexcused absence will mean a deduction of  $\frac{3}{4}$  letter grade in your final grade.
- More than 3 absences (including excused and unexcused) will result in a failing grade for the class.
- A pattern of tardiness or early departures will affect your grade.
- Excessive tardies or early departures (3 or more) also constitutes an unexcused absence.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences (see below for more detailed info).

*Excused Absence:* The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

*If you have to be absent, use your resources wisely.* Ask your classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. “What did I miss?” is not specific enough.

### **Policy on Children in Class/Working from Home**

I fully support parents and guardians attending school. As the university does not have a formal policy on children in the classroom, the policy described here is a reflection of my own beliefs and commitments (and with all due credit to Dr. Melissa Cheyney at Oregon State University who circulated her own policy through social media).

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child or finding childcare, which can be a burden in many ways. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

For students learning at home with children or others you care for at home, your children are welcome on the screen and I understand you may need to take breaks from class when you are attending to those in your care. Finally, I am open to talking about needed accommodations with deadlines as the semester progresses.

### **Personal Pronoun Use (She / He / They / Ze / Etc)**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center. <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

## **University Resources for Students**

### **Services for Students with Disabilities**

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit <http://ddce.utexas.edu/disability/about/>.

### **Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the instructors if you are comfortable in doing so. This will enable them to provide any resources that they may possess. (Thanks to Dr. Sara Goldrick-Rab [@saragoldrickrab] for this language.)

## **Counseling and Mental Health**

### **Counselors in Academic Residence Program (CARE)**

CARE is the university's Counseling and Mental Health Center program that was created in collaboration with the Office of the Provost. CARE's primary mission is to provide access to mental health support for students who are struggling emotionally and/or academically. The College of Education CARE counselor, Danie White, has regular office hours 1-2p.m. T/F in SZB 212E, 512.232.6862 or [dlwhite@austin.utexas.edu](mailto:dlwhite@austin.utexas.edu).

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.  
<http://www.cmhc.utexas.edu/individualcounseling.html>

### **The Sanger Learning Center**

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

### **Other Resources**

*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

### **BeVocal**

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: [wellnessnetwork.utexas.edu/BeVocal](http://wellnessnetwork.utexas.edu/BeVocal).

### **Important Safety Information**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

### **Title IX Reporting**

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm  
or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

## **University Policies**

### **Academic Integrity**

Students should be aware that all required writing assignments may be submitted through a plagiarism-detection tool, such as Canvas Turnitin. Tools like this are designed to help

students avoid plagiarism and improper citation. The software encourages original writing and proper citation documentation practices by cross-referencing submitted materials with an archived database of journals, essays, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. Tips for maintaining academic integrity AND the University's academic integrity policy are available at: All students are responsible for understanding UT's Academic Honesty and the University Honor Code available at: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

### **Q Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### **Cross-Cutting Themes and Creed**

The teacher preparation program at The University of Texas at Austin is committed to creating a society that is more just, caring, inclusive, and democratic through transformation of educational practices. Too often, universities and schools have engaged in racist and other oppressive practices that replicate and perpetuate the status quo in our society, rather than working against inequities. We believe there is a more powerful path. Following The University of Texas motto, "What starts here changes the world," we teach to change the world.

Schools, districts and universities are located within oppressive social, economic and political systems. Teachers must recognize the oppressive conditions that many families and communities experience related to their identities—racial, ethnic, linguistic, social class, religious, gender, sexual orientation, immigrant status, abilities, and other positions in society. At the same time, teachers must recognize the cultural and linguistic wealth that exists in these communities, along with their histories of resilience and resistance in the pursuit of justice. Understanding these critical perspectives on society, culture and schooling is critical for teachers' development and enactment of curricular and pedagogical knowledge across school subjects, such as reading, language arts, social studies, science and mathematics.

We practice vision, courage, and determination because these stances and practices require a lifelong commitment and ongoing, critical inquiries in our personal and professional lives. As teachers, we serve our students well by cultivating in them these same commitments and capacities.

As educators we are committed to educational change that allows us to enact our vision for teacher preparation. Identities, Values, and Practices serve as our guide, as we are always in process. While listed separately the themes are deeply connected, so to work on one is to work on many.

	<b>Theme Statement</b>	<b>Creed Statement</b>
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<b>Who are we? Identities</b>	We are continuously examining how our identities <sup>1</sup> sometimes afford us privileges and other times, result in oppression. We recognize that our personal identities are deeply connected to our professional identities, and contribute to how we work with our students, communities and colleagues.	<b>I am self-aware.</b> I recognize who I am and who I am becoming in terms of my multiple identities.
	We research and inquire to better understand our students, curriculum and teaching across school subjects <sup>2</sup> , and our own dispositions and practices as teachers. We continue to grow our professional identities to support our work of building inclusive and anti-oppressive classrooms, schools, and local and global communities.	<b>I am a learner.</b> I will grow my teaching into more powerful practices and share them with others.
<b>What do we value? Values</b>	We value educational justice, inclusiveness and continuous learning, and we are committed to being teachers who take on the challenges and risks associated with teaching in service of these values.	<b>I value courage and determination.</b> I will view all challenges that confront me as opportunities to grow and change.
	We value the multiple cultures, languages, knowledges, and experiences of our students and the communities we work alongside, and we see these as essential to a healthy and productive society.	<b>I value learners' differences as strengths.</b> I will respect and engage with differences and will craft my teaching to build upon and sustain the abilities, cultures and languages my students bring to school.
	We value shared responsibility over individual accountability within educational systems. As teachers, we are committed to working collaboratively with our students, teacher colleagues, families, and communities in the pursuit of our collective growth and well-being.	<b>I value shared responsibility.</b> I will hold myself responsible for all my teaching and will share in this responsibility with others to build a community that contributes to the growth and well-being of students.



<b>What do we practice? Practice</b>	We continuously reflect on how our diverse perspectives and identities <sup>1</sup> matter when working with others, including students, families and colleagues. This continual reflection allows us to build trusting relationships and engage in humanizing practices.	<b>I practice reflection on action.</b> I will build humanizing practices and trusting relationships through my ongoing critical reflection.
	We recognize students' identities <sup>1</sup> and strengths and honor the resources they bring. We question the materials, curriculum, and instructional methods that are in place. We continually adapt and redesign our teaching practices in response to changing opportunities and demands in our transnational society. We dream of possibilities for students' educational futures.	<b>I practice imaginative change.</b> I will imagine the possibilities of a student-centered curriculum that is transformative for students and our collective communities.

We will be the teachers who, working with families, communities and our colleagues, teach to change the world.

<sup>1</sup>racial, ethnic, linguistic, religious, gender, sexual orientation, social class, immigrant status, abilities, and other positions in society.

<sup>2</sup>reading, language arts, social studies, science and mathematics anchored in critical perspectives on society, culture and schooling

### Grading Policies

Flexibility is built into the assignments to support your success in this course. We intend to work with you with support if you miss an assignment, but final grades are firm.

Grade	Cutoff	Grade	Cutoff
A	94%	C+	77%
A-	90%	C	74%
B+	87%	C-	70%
B	84%	D	65%
B-	80%	F	<65%

\*Please note that continuation in the PDS requires a minimum grade of “C” in each of the PDS courses.

### **Required Devices and Learning Platforms**

Use of e-mail and **Canvas** are essential elements of this class. Successful completion of this course requires that you record a language sample from your emergent bilingual student for transcription and holistic analysis. Projects and assignments must be submitted electronically, posted to the class **Canvas** website. E-mail through **Canvas** will be used to communicate with the instructor and other class members. A **Canvas** site has been established for this course; the site contains a copy of this syllabus, project guidelines, readings which are not in your textbooks, and general course information. Announcements, updates, and new documents will be posted throughout the course; students are expected to check **Canvas** regularly. Students are encouraged to post their own presentations to the group presentation folder on **Canvas** so others in the class may have access to them. All students must post their weekly **critical commentaries to Canvas by midnight (12:00 a.m.) on Sunday and critical reflections to Canvas by midnight (12:00 a.m.) on Friday evenings.**

### **Assignments**

Organization and planning are essential characteristics of professionalism that will help you meet assignment due dates and will influence the quality of your work. Late submissions will receive partial credit. A student with an emergency situation preventing a timely submission should contact the course instructors immediately.

#### **1. Critical Commentaries & Critical Reflections (10% of grade)**

*Approximately 1 paragraph per reading*

CCs and CRs are designed to help you organize, synthesize, and connect course readings—to easily locate and identify reference materials for exams and the final project- as well as for reference in future coursework. Critical commentaries (due on Sunday evenings) should be written in paragraph form and include the following information:

1. *Title* – Full citation of the reading (in APA format)
2. *Brief Summary* – 2-3 sentence summary of key points and note any details, key concepts, etc. which particularly struck you.
3. *Response* – Your *opinion of* and *reaction to* the reading and course material. Did the text trigger a connection or reaction upon reading? Comment on, dialogue and interact with the text. Did you agree / disagree? Why? Did you gain any new insights from the reading? Was it helpful? Why / why not? How does it relate to other readings for this class or others? Does it relate to your work tutoring your bilingual English learner student?
4. *Key Question/Critical Concept*—At least one idea per week that either (a) requires further clarification, or (b) you synthesized in a novel way and will share with your colleagues.
5. **CCs must be posted to Canvas by 12:00 midnight on Sundays and CRs must be posted to Canvas by 12:00 midnight on Fridays.** For every 12 hours that pass beyond the time they are due, 5 points will be deducted.

*\*\*While informal, please carefully edit for spelling, grammar, syntax and clarity.\*\**

Critical Reflections, due on Friday evenings, are organized to serve as a reflection on the week's learning experiences and can be written in paragraph format.

## 2. **Tutoring** (10% of grade)

*Online tutoring requirement: 5 hours*

Several school and tutoring organizers will speak to our class at the start of the Summer session. Please either sign up with them, or let the instructor know **where you will be volunteering prior to the 3<sup>rd</sup> class meeting on Monday, June 8**. Begin tutoring by **Week 2** and complete **all required hours** by **Week 4**. *All 5 HOURS are REQUIRED to receive CREDIT.*

- a) A signature from your tutoring coordinator will be required on the **Tutoring Sign-in sheet** at the end of the semester. Include your tutoring coordinator's preferred contact (email/phone) on the form. **Submit this form under the tutoring assignment on Canvas.**
- b) You will also complete the **Tutoring Log** for each tutoring session in order to reflect upon the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. **Submit this form under the tutoring assignment on Canvas (with the sign-in sheet).**
- c) At the end of the semester, you will complete a **Tutoring Reflection Form**, also to be submitted on Canvas.

## 3. **Presentation of Findings/Tutoring Reflection** (10% of grade)

At the end of the course, all students will conduct a 10-minute presentation that will serve as a reflection of the tutoring experience. The presentation should lift up the innovative semiotic and linguistic practices of their emergent bilingual student and participants in the course should use the space to reflect upon their perspective as a future educator or community member in relation to bi/multilingual learners.

## 4. **Extended Essay Response & Writer's Workshop** (30%)

*Extended Essay Response:* During Week 3, all students will conduct an extended essay response (15%) in relation to a menu of topics presented in the course (language policy, immigration, language acquisition, programs for emergent bilingual students, the standard language myth). Students will have space to draft the extended essay response in class in collaboration with the instructors and outside of class.

*Writer's Workshop & Peer Review Session:* During Week 6, students will participate in a peer-review and writer's workshop session (15%) to receive descriptive feedback surrounding their final paper. All students will receive specific, descriptive feedback from a peer in class, in addition to the course instructor, to guide their final papers.

## 5. **Semiotic & Linguistic Analysis from a Holistic Multilingual Perspective** (40%)

Students will demonstrate their understanding of the (1) distinct structure and features of oral English, and (2) the innovative semiotic and linguistic repertoire of an emergent bilingual student by utilizing information obtained throughout the tutoring experience, coupled with a language sample from a tutoring session with their student. Language samples will include approximately 10 minutes of discussion around a topic and will serve as a supplemental tool to refer back to when crafting your final paper. The purpose of the analysis is to place your student at the center of the paper, lifting up the complexity, nuances, and contradictions involved in second language acquisition. The analysis should focus on the innovative practices utilized by your student (semiotic and linguistic) as a multilingual. All analyses should be descriptive vs. prescriptive and approach the concept of language and meaning making from a holistic multilingual perspective. *You are not prescribing or “correcting,” you are approaching language from a descriptive, holistic lens.* Claims made in the linguistic analyses must be supported by references drawn from course readings as well as external texts.

Final projects will consist of 4 discrete sections:

### 1. ***Introduction***

A brief overview of your work with your student. Describe your student's background and experience and include any interesting features of your time spent together.

(Maximum: 3/4 page)

### 2. ***Linguistic Analysis***

An analysis of your student's linguistic development as represented in the language sample:

- i. Phonological development
- ii. Morphological development
- iii. Syntactic development
- iv. Semantic development
- v. Pragmatic competence (e.g., discourse routines, social conventions)
- vi. Holistic Perspective: Semiotic resources and multiple modes of meaning-making; visual, spatial, gestural, sociocultural perspective.

(Maximum: 6 pages; min. 10 references)

### 3. ***Recommended Classroom Practices***

- i. Describe 2-3 recommended instructional strategies for working with your bilingual EL student.
- ii. Strategies should target improving content area development and comprehension based on your work together.

(1-2 pages; min. 2 references)

### 4. ***SOLOM Results and Discussion***

- Analyze the how and why of your participant's SOLOM results.
- How (well) does the SOLOM measure a learner's use of: syntax, semantics, morphology, phonology, language use/usage? Which features of the student's oral language prompted the rater to place him/her at each level in each domain? Does the overall rating reflect the student's

abilities in the larger academic context? How well do ratings in the individual language ability areas reflect the overall assessment? Limitations and contradictions.

- What questions did the SOLOM answer for you as a teacher? Were any areas left unaddressed?  
(1-2 pages; min. 2 references)

**Reference list for all three sections combined**

***Canvas upload (Final Submission): Linguistic Analysis***

Narrative (Sections 1-4 above)

Copy of completed SOLOM, less student name

Annotated Transcript of the language sample (scan or hard copy)

**Style Guide:**

References in APA format ([www.apastyle.org](http://www.apastyle.org));

Appropriate use of headers and sub-headers to organize the written text

Double-spaced, 12 pt. font

One-inch margins

Last name/page number(s) in footer

**All materials must be uploaded electronically  
to *Canvas* (narrative and appendices; SOLOM; transcript)  
by **Monday, July 13, 2020 by 11:59 p.m.****

Assignments	Points Possible	Percent of Total Grade
Critical Commentaries (5) and Critical Reflections (5)	10 points each	10%
Tutoring	30 points (including post reflections, sign-in sheet, & tutoring log)	10%
Presentation of Findings	30 points	10%
Extended Essay Response	25 points	15%
Writer's Workshop	25 points	15%
Final Linguistic Analysis	30 points	40%

### Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible).

### Schedule Snapshot

Week	Date	Class Topic	Readings Due	Assignments Due
<b>1</b>	6/4	Introduction & Overview <i>Syllabus &amp; Course Expectations</i>	Reading assignments on Canvas	<i>Complete Student Information Sheet</i>
	6/5	Language as a Tool, Multilingual Perspectives	Reading assignments on Canvas	<i>Critical Reflection #1: Due Friday, June 5, at midnight</i>
<b>2</b>	6/8	How Linguists Study Language	Reading assignments on Canvas	<i>Critical Commentary #1: Due Sunday, June 7 at midnight</i>  <i>Sign-up for tutoring; Begin tutoring</i>
	6/9	First Language Acquisition	Reading assignments on Canvas	
	6/10	Language Policy	Reading assignments on Canvas	
	6/11	Language Policy <i>Film Session</i>	Films on Canvas	
	6/12	Affirming Equal Rights	Reading assignments on Canvas	<i>Identify Student for Sample</i>

				<i>Critical Reflection #2: <u>Due Friday, June 12, at midnight</u></i>
<b>3</b>	6/15	What the Research Does and Does Not Say...  Student Oral Language Observation Matrix (SOLOM)	Reading assignments on Canvas	<i>Critical Commentary #2: <u>Due Sunday, June 14 at midnight</u></i>
	6/16	Loss of Family Languages	Reading assignments on Canvas	
	6/17	Immigration & Networks of Relationships	Reading assignments on Canvas	
	6/18	The Standard Language Myth & Language Variation	Reading assignments on Canvas	
	6/19	Extended Essay Response; Independent Writing & Conferencing	Reading assignments on Canvas	<i>Extended Essay Response: <u>Due Friday, June 19 at midnight</u></i>
<b>4</b>	6/22	Second and Written Language Acquisition	Reading assignments on Canvas	<i>Critical Commentary #3: <u>Due Sunday, June 21 at midnight</u></i>
	6/23	Translanguaging	Reading assignments on Canvas	<i>Language Samples Due  Tutoring Post #1 on Padlet</i>
	6/24	Raciolinguistics	Reading assignments on Canvas	
	6/25	Semantics	Reading assignments on Canvas	<i>Language Transcriptions Due</i>

	6/26	Pragmatics	Reading assignments on Canvas	<i>Critical Reflection #3: <u>Due Friday, June 26 at midnight</u></i>
5	6/29	Phonology	Reading assignments on Canvas	<i>Critical Commentary #4: <u>Due Sunday, June 28 at midnight</u></i>
	6/30	Implications from Phonology: <i>The “Why”</i>	Reading assignments on Canvas	
	7/1	Morphology	Reading assignments on Canvas	
	7/2	Implications from Morphology: <i>The “Why”</i>	Reading assignments on Canvas	Tutoring Post #2 on Padlet
	7/3	Syntax	Reading assignments on Canvas	<i>Critical Reflection #4: <u>Due Friday, July 3 at midnight</u></i>
6	7/6	Implications from Syntax: <i>The “Why”</i>	Reading assignments on Canvas	<i>Critical Commentary #5: <u>Due Sunday, July 5 at midnight</u></i>
	7/7	Peer Review & Writer’s Workshop	Reading assignments on Canvas	<b>Assignments Due for Peer Review:</b> Phonological Development write-up & Pragmatic Competence write-up (drafts)
	7/8	Individual Conferences (Presentation of Findings & Final Papers)	<i>Individual Conferences</i>	<i>Individual Conferences</i>
	7/9	Whole Class: Presentation of Findings	Reading assignments on Canvas	<i>Critical Reflection #5: <u>In-class reflection</u></i>



		& Course Reflection		
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### Detailed Daily Schedule

Week 1 4	Course Introduction & Overview	Thursday, June
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*Read Before Class:* Readings on Canvas

- Fillmore, L. W., & Snow, C. E. (2000). What teachers need to know about language
- Zeller, et al. (2010). From stranger to friend: The effect of service learning on pre-service teachers' attitudes toward diverse populations

**Assignments Due:** [Complete Student Information Sheet](#)

*This will be completed in class on Thursday, June 4*

Week 1 5	Language as a Tool: Multilingual Perspectives	Friday, June
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*Critical Reflection #1:* Due Friday, June 5, at midnight

*Read Before Class:* Readings on Canvas

- García, O. (2009). Emergent bilinguals and TESOL-What's in a Name?
- Martínez, R. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires

**Assignments Due:** Sign-up for tutoring by Monday, June 8

Week 2 8	How Linguists Study Language	Monday, June
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*Critical Commentary #1:* Due Sunday, June 7 at midnight

*Read Before Class:* Course text

- Freeman & Freeman (2014a). How Linguists Study Language: Ch. 1 (pp. 1-20)

**Assignments Due:** Begin tutoring

Week 2 9	First Language Acquisition	Tuesday, June
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*Read Before Class:* Course text

- Freeman & Freeman (2014b). First Language Acquisition: Ch. 2 (pp. 21-51).

*Watch Before Class:* Link on Canvas

- Deb Roy TED Talk: [The Birth of a Word](#)

Week 2 10	Language Policy	Wednesday, June
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*Read Before Class:* Readings on Canvas

- Macías, R. (2014). Benefits of bilingualism: In the eye of the beholder?

*Explore Before Class:* Link also on Canvas

- [Our Nation's English Language Learners](#) (the breakdown of languages by state is interesting to explore in the *languages* section)

Week 2	Language Policy (Film Session)	Thursday, June 11
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*Asynchronous Meeting / Film Session*

*Watch:* Links also on Canvas

- [The Lemon Grove Incident: Roberto Alvarez v. The Board of Trustees of the Lemon Grove School District \(1931\)](#)
- [Stolen Education](#) (through UT Libraries, Kanopy)

Week 2 12	Affirming the Equal Rights of Multilingual Students	Friday, June
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*Critical Reflection #2:* Due Friday, June 12, at midnight

*Read Before Class:* Readings on Canvas

- Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives

**Assignments Due:** Identify Student for Language Sample

Week 3 15	What the Research Does—and Does not—Say	Monday, June
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*Critical Commentary #2:* Due Sunday, June 14 at midnight

*Read Before Class:* Readings on Canvas

- Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say

*Review Before Class:* Readings and links on Canvas

- García-Medina (2010). Table 3.1, Types of Educational Programs for Emergent Bilingual Students

Week 3	Loss of Family Languages	Tuesday, June
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*Read Before Class:* Readings on Canvas

- Fillmore, L. W. (2000). Loss of family languages: Should educators be concerned?
- Excerpt from *Tongue Tied: Indian Boy Love Song (#2)* (p. 55) *Sherman Alexie*
- Excerpt from *Tongue Tied: My Hawa'i'* (p. 179-183) *Nany Veary*
- Excerpt from *Tongue Tied: Masks and Acculturation* (p. 32-33) *Margaret Montoya*

Week 3  
17

Immigration & Networks of Relationships

Wednesday, June

*Read Before Class:* Readings on Canvas

- Suárez-Orozco et al. (2008). Networks of relationships

Week 3  
18

The Standard Language Myth & Language Variation

Thursday, June

*Read Before Class:* Readings on Canvas

- Lipp-Green, R. (2012). The standard language myth
- Delpit, L. (2002). "No kinda sense," In *The Skin We Speak*

*Watch Before Class:* Link also on Canvas

- [Why English Class is Silencing Students of Color](#), Jamila Lyiscott TEDx

Week 3  
19

Independent Writing & Conferencing

Friday, June

*Extended Essay Response:* Due Friday, June 19 at midnight

Week 4  
22

Second and Written Language Acquisition

Monday, June

*Critical Commentary #3:* Due Sunday, June 21 at midnight

*Read Before Class:* Course text

- Freeman & Freeman (2014c). Second and Written Language Acquisition: Ch. 3 (pp. 52-83)

Week 4  
23

Translanguaging

Tuesday, June

*Read Before Class:* Readings on Canvas

- Velasco, P. and García, O. Translanguaging and the Writing of Bilingual Learners

**Assignments Due:** Language Sample Completed  
Tutoring Post #1 on Padlet

Week 4 24	Raciolinguistics	Wednesday, June
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*Read Before Class:* Readings on Canvas

- Rosa, J. and Flores, N. (2017). Do you hear what I hear?

Week 4 25	Semantics	Thursday, June
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*Read Before Class:* Readings on Canvas

- Ariza, E. N., Morales-Jones, C. A., Yahya, N., & Zainuddin, H. (2010a). Semantics

**Assignments Due:** Language Sample Transcript

Week 4 26	Pragmatics	Friday, June
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*Critical Reflection #3:* Due Friday, June 26 at midnight

*Read Before Class:* Readings on Canvas

- Ariza, E. N., Morales-Jones, C. A., Yahya, N., & Zainuddin, H. (2010b). Pragmatics

Week 5 29	Phonology	Monday, June
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*Critical Commentary #4:* Due Sunday, June 28 at midnight

*Read Before Class:* Course text and on Canvas

- Freeman & Freeman (2014d). English Phonology: Ch. 4 (pp. 89-118)
- Lippi-Green, R. (2012). The myth of non-accent

Week 5 30	Implications from Phonology	Tuesday, June
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*Read Before Class:* Course text

- Freeman & Freeman (2014e). Implications from Phonology for Teaching a Second Language and for Teaching Reading: Ch. 5 (pp. 119-145)

Week 5	Morphology	Wednesday, July
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*Read Before Class:* Course text

- Freeman & Freeman (2014f). English Morphology: Ch. 7 (pp. 180-208).

Week 5  
2

Implications from Morphology

Thursday, July

*Read Before Class:* Course text

- Freeman & Freeman (2014g). Implications from Morphology for Teaching a Second Language and for Teaching Reading: Ch. 8 (pp. 209-229).

**Assignments Due:** Tutoring Post #2 on Padlet

Week 5  
3

Syntax

Friday, July

*Critical Reflection #4:* Due Friday, July 3 at midnight

*Read Before Class:* Course text

- Freeman & Freeman (2014h). English Syntax: Ch. 9 (pp. 230-264).

Week 6  
6

Implications from Syntax

Monday, July

*Critical Commentary #5:* Due Sunday, July 5 at midnight

*Read Before Class:* Course text and on canvas

- Freeman & Freeman (2014i). Implications from Syntax for Teaching a Second Language and Teaching Reading: Ch. 10 (pp. 265-287).
- Martínez, R. (2010). Spanglish as a literacy tool

Week 6  
7

Peer Review & Writer's Workshop

Tuesday, July

*Write Before Class:*

**Assignments Due for Peer Review (Bring to Class):** Phonological Development write-up & Pragmatic Competence write-up (drafts)

**Assignments Due at the End of Class:** Phonological Development write-up with feedback, Pragmatic Competence write-up with feedback, and one additional section of your choice

*Sign-up for individual conferences*

Week 6 8	Individual Conferences: Presentations & Final Papers	Wednesday, July
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*Individual conferences (presentation of findings & final paper)*

Week 6 9	Presentation of Findings & Course Reflection	Thursday, July
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*Presentation of Findings (Individual Presentations)*

*Critical Reflection #5: In-class reflection*