

Elizabeth Greer
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 SZB 440A
 OH: Fridays 9-12 by appointment

Fall 2018
 Wednesdays
 1:00-4:00
 SZB 240

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 linguistic and academic needs of bilingual English learner (EL) students in the K-12 classroom.

Topics include English structures and analysis, identification of bilingual EL students' academic and linguistic learning needs, and pedagogical strategies to promote language acquisition. Our beliefs about the English language and its acquisition shape the kinds of opportunities we provide our bilingual EL students and are therefore highly consequential to their academic trajectories. This course is structured to support the student in designing, implementing and reflecting on the academic language development of bilingual EL students in a variety of contexts.

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 a bilingual EL student's oral language sample.
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 bilingual EL students in the academic context
7. Design activities to appropriate to bilingual EL students' linguistic needs in the academic context
8. Identify 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 bilinguals' academic & linguistic development.

Required Reading

- [Freeman, D.E. and Freeman, Y.S. \(2014\). Essential linguistics Second Edition: What teachers need to know to teach ESL, reading, spelling, and grammar. Portsmouth, NH: Heinemann.](#)
- *Course Packet available at Paradigm Copies, located inside Melissa's Boutique 2401 Rio Grande.*

Grading

		100-93=A	79-77=C+
Critical Commentaries	(10%)	92-90=A-	76-73=C
Tutoring (10h)	(10%)	89-87=B+	72-70=C-
Group Presentation	(5%)	86-83=B	69-60=D
Final Exam	(30%)	82-80=B-	Below 60=F
Linguistic Analysis	(25%)		
Final Paper	(20%)		

Canvas

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 bilingual student for transcription and analysis. Projects and assignments must be submitted electronically, posted to the class **Canvas** website. E-mail will be used to communicate with Ms. Greer 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** by **11:59 PM Sunday prior to our class meeting**.

Attendance

Regular attendance and participation is required. One class absence is acceptable; each subsequent class absence will result in a **3-point reduction of the final grade**.

If you absolutely have to miss a class session, talk to me before about your plans for keeping up with the coursework and compensating—not eliminating—the absence. You are responsible for contacting a class member so that you are prepared for the next class session. When you come to class, please sign in on the attendance sheet. Tardies will also lower your final grade for this class.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

If you must be absent on a day when you are scheduled to present, it is imperative that you let Ms. Greer know prior to class so that adjustments may be made. **A letter-grade reduction will be given if notification is not received prior to 12:00 noon on the appointed date.**

Class sessions will include short lectures, small and whole group discussions, virtual responses, and student presentations. In order to accomplish the goals of the course, classes are designed for active participation online and in-class. Students are expected to come to class prepared to discuss the assigned material. Your perspectives are appreciated, needed, and respected, and should be shared. Students will respect the viewpoint of all class members. Students' grade will depend in part on ideas and understandings developed in class.

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. All students are responsible for reading and understanding the University of Texas Standard of [Academic Integrity](#) and definition of [plagiarism](#). By submitting an assignment to satisfy course requirements, you are indicating that it is your own work. The failure to properly acknowledge use of another's work is plagiarism. References must be cited according to [APA guidelines](#). Plagiarism of any kind will result in a failing grade for the assignment and/or the class.

Documented Disability Statement

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at **471-6259 (voice) or 232-2937 (video phone)**. Students are responsible to provide a copy of their letter to Ms. Greer at the start of the semester.

Technology Etiquette

This is a discussion based classroom where your input is part of your grade. Please turn off cell phones and close laptops during class. If there is a need for everyone to be online, we will all pull up our laptops together.

Classroom Policies

Our classroom is a safe place to share and develop new ideas and gain understanding; respect of colleagues' questions is expected. This syllabus is a work-in-progress, dates and details are subject to change. Any changes will be confirmed both in class and via class email. As mentioned earlier, participation plays a critical role in understanding of the material and will contribute to one's grade.

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 like 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.

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 Ms. Greer immediately.

Critical Commentaries (10%): ~1 paragraph (max: 1/2 page) per reading

CCs are designed to help you organize, synthesize, and connect course readings—to easily locate and identify reference materials. for exams and the final project.

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. 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 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 11:59 PM Sundays prior to our class meeting.**

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

You are welcome to bring hard copies to class to facilitate discussion.

Tutoring (10 hours) (10%)

Several tutoring organizers will speak to our class at the start of the semester (Wooldridge, UT ESL, Linder, Overton); please either sign up with them, or let Ms. Greer know where you will be volunteering prior to the 3rd class meeting. *All 10 HOURS are REQUIRED to receive CREDIT.* Up to 3 hours may be classroom observations.

- a) A signature from your supervising teacher will be required on the **Tutoring Sign-in sheet** each time you tutor. Include your teacher and/or supervisor's preferred contact (email/phone) on the form. **Submit this form under the tutoring assignment on canvas.**
- b) You will also log entries describing your tutoring on **Canvas Discussion Board**. These entries will detail the work you do with your student that day, strategies you may have used, questions you might have. You will submit *two unique posts* and *respond at least twice* to other students' posts across the course of the semester.
- c) At the end of the semester, you will complete a **Tutoring Reflection Form**, to be submitted on Canvas.

If possible, **meet your teacher!** Ask the tutoring coordinators to set up a time for you to briefly meet your student's teacher to better understand your student.

Group Presentations (15%)

During the first week of class student will divide into groups and choose a presentation topic. Group presentations will touch on one key aspect of the week's readings, incorporating one or more of the English proficiency standards (ELPS). At least 2 group members must meet with Ms. Greer during office hours prior to the scheduled presentation date to generate ideas and materials for the presentation. Presentations should be engaging, connected to the class readings, interactive, collaborative, and informative. Consider interactive, non-lecture formats for these presentations. Make sure to start on time and work out any technical issues prior to presenting. Please see *Canvas* for the expanded Grading Rubric. No PPT lectures allowed.

Linguistic Analysis Presentation (25%)

In the 2nd or 3rd week of your tutoring experience, you will record a language sample with your bilingual student. You will not be interviewing your student, rather you will be recording a regular tutoring session. You will then transcribe this language sample, both your language and your student's, and use this as the base of your linguistic analysis.

Print out a copy of your transcript and bring this to class with you. You will use the language elicited from the L2 learner to identify various linguistic features we examine in class. In class, we will workshop our transcripts, looking for examples of:

- Pragmatic competence
- Semantic development
- Phonological development
- Morphological development
- Syntactic development

As you work with your EL student throughout the semester, reflect on his/her language growth and development. At the end of the semester, you will evaluate your student's English proficiency based on the SOLOM rubric. The SOLOM allows a teacher to observe an EL student's oral English skills in a natural context and identify the appropriate English language development stage through observation.

In this presentation, students will display their understanding of both (1) the distinct structure and features of oral English, and (2) the linguistic development of bilingual EL students by analyzing a language sample from a tutoring session with their student. Language samples will include approximately 10 minutes of discussion around an academic topic. 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:

Introduction

How do you connect with your student? What have you learned about yourself and your student beyond our course teachings? What kind of EL/bilingual instruction does your student experience? How has this experience influenced your perspective on language and culture in the community? Connect to course readings as possible.

Linguistic Analysis.

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

1. Phonological development
2. Morphological development
3. Syntactic development
4. Semantic development
5. Pragmatic competence (e.g., discourse routines, social conventions).
6. Free choice: anything else that strikes you as important--Analysis of additional features not listed but studied this semester are welcome.

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.

SOLOM Results and Discussion.

Throughout your classroom observations and tutoring sessions, take the time to chat in English, or better yet, observe your student chatting with classmates during academic periods. Make sure at least one of your observation blocks consists of English instruction- either ESL or core content in sheltered English. 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 EL student's oral language prompted the rater to place him/her at each level in each domain? Does the overall rating reflect the EL student's abilities in the larger academic context? How well do ratings in the individual language ability areas reflect the overall assessment? What questions did the SOLOM answer for you as a teacher? Were any areas of concern left unaddressed? Does the overall rating reflect the bilingual EL student's abilities in the larger academic context? How well do ratings in the individual language ability areas reflect the overall assessment? What questions did the SOLOM answer for you as a teacher? Were any areas of concern left unaddressed?

Reference list for all three sections combined***Canvas upload (Final): Linguistic Analysis***

PowerPoint (Parts 1-4 above)

Copy of completed SOLOM, less bilingual EL student name

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

Final Exam (30%)

The final exam will consist of multiple choice, essay and short answer questions.

Final Paper (20%)

Your final paper (min. 5 pages) will be a reflection on your learning over the course of the semester. Topics could include but are not limited to: analysis of your own language development, history, experiences, and styles; your understanding of linguistic diversity in society; implications for linguistic diversity in your future teaching. This paper will be due on December 12th at 11:59 PM.

Week 0	Introduction & Overview	8/29
<ul style="list-style-type: none"> • Fillmore-Snow • Zeller, et al. (2010). From stranger to friend: The effect of service learning on pre-service teachers' attitudes. 		
Week 1	Language: Learning and Cognition	9/5
<ul style="list-style-type: none"> • Freeman & Freeman (2014a) <i>How Linguists Study Language: Ch.1</i> (pp. 1-20) • Freeman & Freeman (2014b) <i>First Language Acquisition: Ch.2</i> (pp. 21-51) 		
Week 2	Reading, Writing, & Bilingual EL Students <i>Deriving Meaning from Text</i>	9/12
<ul style="list-style-type: none"> • Freeman & Freeman (2014c) Second and Written Language Acquisition: Ch.3 (pp.52-83) 		
Week 3	Language Policy and Bilingual EL Education <i>Learning Language, Learning Content</i>	9/19
<ul style="list-style-type: none"> • Macias, R. (2014) <i>Benefits of Bilingualism: In the eye of the beholder?</i> In R.M. Callahan & P.C. Gándara (Eds.) <i>The Bilingual Advantage: Language, Literacy, and the Labor Market</i>, pp. 3-15. Multilingual Matters: Clevedon, U.K. • Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. <i>Educational Researcher</i>, 40, 163-174 		
Week 4	Language and Pedagogy: Why Bilingual EL Students?	9/26
<ul style="list-style-type: none"> • Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. <i>American Educator</i>, (Summer), 8-44. • Garcia-Medina (2010), Table 3.1 • Callahan, R. (2015). Know more than one language? Don't give it up! TheConversation.com 		
Week 5	Language as part of Bilingual EL Students' Integration <i>Social, academic and professional</i>	10/3
<ul style="list-style-type: none"> • Fillmore, L.W. (2000) Loss of family languages: Should educators be concerned? <i>Theory into Practice</i>, 39(4), pp. 203-210. • Suárez-Orozco et al (2008). Networks of relationships. In <i>Learning a new land: Immigrant students in American society</i>. Harvard University Press. • Lippi-Green, R. (2012). The standard language myth. In R. Lippi-Green, <i>English with an accent: Language, ideology and discrimination in the United States</i>, (pp. 53-62). New York, NY: Routledge. 		
Week 6	Language Variation & Standard English <i>Cultures, Contexts and the Classroom</i>	10/10
<ul style="list-style-type: none"> • Wheeler, R. & Swords, R. (2010). <i>Code switching lessons</i>. Portsmouth, NH: Heinemann. 		

- Martínez, R. A. (2010). "Spanglish" as Literacy Tool: Toward an Understanding of the Potential Role of Spanish-English Code-Switching in the Development of Academic Literacy. *Research in the Teaching of English*, 124-149.
- Delpit, L. (2002). *The skin that we speak*. New York: The New Press.

Week 7	Phonology, Reading, & Bilingual EL Students <i>Sounds & Sound-Symbol Correspondence</i>	10/17
<ul style="list-style-type: none"> • Freeman & Freeman (2014d) <i>English Phonology: Ch.4</i> (pp. 89-118) • Freeman & Freeman: (2014e) <i>Implications from Phonology for Teaching a Second Language and for Teaching Reading: Ch.5</i> (pp. 119-145) • Lippi-Green, R. (2012). The myth of non-accent. In R. Lippi-Green, <i>English with an accent: Language, ideology and discrimination in the United States</i>, (pp. 41-52). New York, NY: Routledge. 		
Week 8	Morphology, Literacy, & Bilingual EL Students	10/24
<ul style="list-style-type: none"> • Freeman & Freeman (2014g) <i>English Morphology :Ch.7</i> (pp. 180-208) • Freeman & Freeman (2014h) <i>Implications from Morphology for Teaching a Second Language and Teaching Reading: Ch.8.</i> (pp. 209-229) 		
Week 9	Syntax in the Classroom	10/31
<ul style="list-style-type: none"> • Freeman & Freeman: (2014i) <i>English Syntax:Ch.9</i> (pp. 230-264) • Freeman & Freeman: (2014j) <i>Implications from Syntax for Teaching a Second Language and Teaching Reading:Ch.10.</i> (pp. 265-287) 		
Week 10	Semantics and Pragmatics <i>Language Use & Conventions</i>	11/7
<ul style="list-style-type: none"> • Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2010). Pragmatics. In <i>Why TESOL: Theories in teaching English as a second language</i>, (pp. 71-79). Dubuque, IA: Kendall-Hunt. • Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2010). Semantics. In <i>Why TESOL: Theories in teaching English as a second language</i>, (pp. 81-88). Dubuque, IA: Kendall-Hunt. 		
Week 11	Access to Rigorous Academic Content and Assessment in the L2.	11/14
<ul style="list-style-type: none"> • Diaz-Rico, L.T. (2013). Content area instruction. <i>The crosscultural, language and academic development handbook: A complete K-12 reference</i>, (pp. 115-148). Needham Heights, MA: Allyn and Bacon. • Fang, Z. (2008). Going beyond the Fab 5: Helping students cope with the unique linguistic challenges of expository reading in intermediate grades. <i>Journal of Adolescent and Adult Literacy</i>, 51(6), pp. 476-487. • *Cary, S. (2007). How do I assess a student's English? In <i>Working with English language learners</i>, (p. 9-20). Portsmouth, NH: Heinemann. 		

- *Gottlieb, M. (2006). *Ch.3 Assessing Oral Language and Literacy Development In Assessing English language learners: Bridges from language proficiency to academic achievement*, (pp. 41-61). Thousand Oaks, CA: Corwin Press.
- *SOLOM
- ELPS (2014) Texas English Language Proficiency Standards

<i>Week 12</i>	<i>Linguistic Analysis Presentations</i>	<i>11/28</i>
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<i>Week 13</i>	<i>Final Exam</i>	<i>12/5</i>
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<i>Week 14</i>	<i>NO CLASS</i>	<i>12/12</i>
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Final Paper Due