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52Office: SZB 440A

Office Hours: Tuesdays after class or by appointment

Fall 2018

SZB 518C

Tuesdays 9:00-12:00

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 first and second language acquisition. We will also cover language varieties, social conventions and linguistic structures. The course focus 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, exploration of bilinguals' learning experiences, and pedagogical strategies to promote language acquisition and development. Our beliefs about language and its acquisition not only shape the kinds of learning opportunities bilingual students experience, but are also 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 students across a variety of instructional 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 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 explicit instructional strategies to address bilingual EL students' 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 2401A Rio Grande on the corner of Rio Grande and 24th.*

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
Mid-Term & Final	(30%)	82-80=B-	Below 60=F
Content-based ESL Video	(10%)		
Linguistic Analysis	(35%)		

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 EL 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 Randy 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 **midnight Sunday before our Tuesday class session**.

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 Randy know prior to class so that adjustments may be made. **A letter-grade reduction will be given if notification is not received prior to 8:00am 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 **Randy** 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 Randy 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 midnight Sunday before Tuesday class**
***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); please either sign up with them, or let Randy 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.**
- a) 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.
- b) 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 Wooldridge & Linder coordinators to set up a time for you to briefly meet your student's teacher to better understand your student.

Group Presentations (5%)

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 **Randy** 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.

Midterm & Final (30%)

The exams after Week 5 (15%) and Week 11 (15%) will consist of multiple choice, essay and short answer questions

Content-Based ESL Instruction Video (10%)

During the second week of class students will choose partners to develop a content-area instructional video (2-5 minutes) for bilingual EL learners. Videos will incorporate one or more of the strategies covered in Diaz-Rico (Sheltered Instruction), Goldenberg, and Fang (expository texts). Videos will present a key content area objective while also addressing a language objective and ELPS for your grade level of choice. Please see **Canvas** for the expanded Grading Rubric.

Linguistic Analysis (35%)

Students will display their understanding of both (1) the distinct structure and features of oral English, and (2) the linguistic development of bilingual student 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--

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. (1.5-2 pp.)

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 (cont.)
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. (Maximum 5 pages; Minimum 10 references)

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. 4 references)

SOLOM Results and Discussion. (Only to be completed if tutoring occurs in English**)

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?

(1-2 pages; min. 2 references)

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

- Narrative (Introduction, Linguistic Analysis, Recommended Classroom Practices)
- Copy of completed SOLOM, less bilingual EL student name (if tutoring done in English**)
- Annotated Transcript of the language sample (scan or hard copy)

Style Guide:References in APA format (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

(continued)

**All materials must be uploaded electronically
to Canvas (Narrative; SOLOM; Transcript) by
DECEMBER 4TH AT 11:59PM**

Additional Details:

Language Sample, Working with Your EL Student, Linguistic Analysis Project

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 student throughout the semester, reflect on his/her language production. As you get to know your student you will want to observe his/her English language as well. Most of your tutoring will be in Spanish, but attempt to target your student's classroom both during Spanish and English instruction; not only to get to know your student's linguistic repertoire, but also to observe the teacher's presentation.

<i>Week 0</i>	<i>Introduction & Overview</i>	<i>9/4</i>
<ul style="list-style-type: none"> ● Fillmore-Snow (2000) What Elementary Teachers Need to Know About Language 		
<i>Semana 1</i>	<i>Language Policy and Bilingual/ EL Education</i>	<i>9/11</i>
<i>Learning Language, Learning Content</i>		
<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 		

Semana 2	Language: Learning and Cognition Reading, Writing, & Bilingual EL Students	9/18
<ul style="list-style-type: none"> Freeman & Freeman (2014a) <i>How Linguists Study Language: Ch.1</i> (pp. 1-20) Freeman & Freeman (2014c) <i>Second and Written Language Acquisition: Ch.3</i> (pp.52-83) 		
Semana 3	Phonology, Reading, & Bilingual EL Students Sounds & Sound-Symbol Correspondence	9/25
<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) 		
Semana 4	Morphology, Reading & Language Acquisition	10/2
<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) Language Sample Due 		
Semana 5	Syntax in the Classroom “Just because you can doesn’t mean you should”: Modal verbs and other hurdles for bilinguals learning language(s)	10/9
<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) 		
Semana 6	Semantics and Pragmatics Language Use & Conventions	10/16
<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. Andrews, L. (2001). Social conventions and English use (Ch 4). In <i>Linguistics for L2 teachers</i>, (pp. 57-86). New York, NY: Routledge. 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. Transcripts Due 		
Semana 7	Mid-Term	10/23
Semana 7	Academic Content in the L2 Deriving Meaning from Text	10/30

- Diaz-Rico, L.T. (2013). Content area instruction. *The crosscultural, language and academic development handbook: A complete K-12 reference*, (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. *Journal of Adolescent and Adult Literacy*, 51(6), pp. 476-487.

Semana 8	Assessing Language: Assessing Bilinguals	11/6
<ul style="list-style-type: none"> • *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). <i>Ch.3 Assessing Oral Language and Literacy Development In Assessing English language learners: Bridges from language proficiency to academic achievement</i>, (pp. 41-61). Thousand Oaks, CA: Corwin Press. • *SOLOM 		
Semana 9	Bilingual Students: Linguistics & Language	11/13
<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 • ELPS (2014) Texas English Language Proficiency Standards 		
Semana 10	Bilinguals' Social Integration	11/20
<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. <p><i>Videos Due to Canvas</i></p>		
Semana 11	Language Ideologies	11/27
<ul style="list-style-type: none"> • **Bialystok, E. (2009) Bilingualism: The good, the bad, and the indifferent. <i>Bilingualism: Language and Cognition</i>, 12, 3-11. • **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. • **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. 		
Semana 12	Code Switching, Translanguaging & Living Two Languages Dynamic Bilingualism	12/4

- Ardila, A. (2005). Spanglish: An Anglicized Spanish Dialect. *Hispanic Journal of Behavioral Sciences* 27(1), 60-81.
- 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.
- Worthy, J., Durán, L., Hikida, M., Pruitt, A., & Peterson, K. (2013). Spaces for Dynamic Bilingualism in Read-Aloud Discussions: Developing and Strengthening Bilingual and Academic Skills. *Bilingual Research Journal*, 36(3), 311-328.

Semana 13**Final Exam****Submit TUTORING Hours on Canvas:**

- 1) Sign-in Sheet, 2) Log , and 3) Final Reflection
 *Last day to upload discussion board entries

Class Schedule

Semana 0:	Intro and Overview
Semana 1:	Language Policy and Bilingual EL Education
Semana 2:	Language: Learning and Cognition--Reading/Writing
Semana 3:	Phonology, Reading & Bilingual EL Students
Semana 4:	Morphology, Reading & Language Acquisition
Semana 5:	Syntax in the Classroom
Semana 6:	Semantics and Pragmatics
	Semana 7: <i>MidTerm</i> Academic Content in the L2
Semana 9:	Semana 8: Assessing Language: Assessing Bilinguals
Semana 10:	Bilingual Students: Linguistics & Language
Semana 11:	Bilinguals' Social Integration
Semana 12:	Language Ideologies
Bilingualism	Code Switching, Translanguaging and Dynamic
Semana 13:	<i>Final Exam</i>
Semana 14:	Small Group Meetings