

Elaine K. Horwitz

horwitz@austin.utexas.edu

Spring 2019

Office: SZB 528C

Office Hours: Mondays 2 to 3 and Wednesdays 12 to 1 (or by appointment).

Students are invited to share their questions, concerns, joys, accomplishments, etc.

(There will probably be some modifications to the syllabus.)

### Course Description

This course will provide an overview of theoretical and practical perspectives on language in education. Students will explore principles of discourse, phonology, morphology, syntax and semantics especially 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 meet the **linguistic and academic needs of bilingual English learner (EL) students in K-12 classrooms.**

Topics include the analysis of English structures, identification of academic and linguistic learning needs of bilingual EL students, and 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, students will be able to:

1. Discuss the complexities of English.
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 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 readings available on Canvas*

### Grading

Critical Commentaries

(15%)

SOPHOSI	(5%)
Tutoring (10h)	(10%)
Group Presentation	(10%)
Mid-Term & Final	(30%)
Linguistic Analysis	(30%)

100-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-, 69-60=D, Below 60=F

### 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 me 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. **Critical Commentaries should be posted to Canvas by NOON on the day before each class session so that I can become familiar with them before class. (More details about the commentaries below.)**

### Attendance

Regular attendance and participation is expected.

If you have to miss a class session, please talk to me before your absence about your plans for keeping up with the coursework and compensating. 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 the attendance sheet.

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 me know prior to that class so that adjustments may be made.

Class sessions will include teacher presentations, small and whole group discussions, virtual responses, and student presentations. 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' grades will depend in part on ideas and understandings developed in class.

### **CARE Counseling**

CARE is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. Your CARE Counselor in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available on Mondays and Wednesdays from 1 - 2 PM in JES A115 and Tuesdays and Fridays from 1 -- 2 PM in SZB 216. You will check-in at the Front Desk, and they will let Danie know you're waiting. All services are confidential. None of your information will be shared without your written consent. Come by and see us, we are here to listen.

### **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 **me** at the start of the semester.

### **Technology Etiquette**

This is a discussion-based class where your input is expected and valued. Please turn off your cell phones and close your 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.

### **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.

<b>SOPHOSI (5%)</b>
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<https://www.sophosi.com/>

1. Visit [www.sophosi.com](https://www.sophosi.com/) or download the Sophosi app:

- iOS (<https://itunes.apple.com/us/app/sophosi/id1318340078?mt=8>)
- Android (<https://play.google.com/store/apps/details?id=com.app.sophosi>)

2. Create your educator login.

3. Add your certifications (including in-progress certs!), experience, and sports (if interested in coaching) to complete your profile.

4. Start getting found by schools looking for educators like you! Also search for jobs, schools, and districts to learn more about your options. Follow as many as you like!

<b>Critical Commentaries (15%): ~1 paragraph (1/2 page) per reading</b>
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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. Critical commentaries 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. 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 NOON the day before the day of class in which they will be discussed.**

*\*\*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%)**

Tutoring organizers will speak to our class at the start of the semester (Woolridge, Linder and UT International and Adult ESL programs); please either sign up with them and let me know where you will be volunteering. *All 10 HOURS are REQUIRED to receive CREDIT.*

- a) A signature from your tutoring coordinator is required on your **Tutoring Sign-in sheet** each time you tutor. Include your tutoring coordinator's 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 on the experience and document how the time was spent. **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.

**SUBMIT THESE THREE DOCUMENTS TOGETHER ON CANVAS by 5/10/19**

### **Group Presentations (10%)**

During the first session students will divide into groups and choose a presentation topic. Group presentations will touch on one key aspect of the week's readings. Group members must meet with me during office hours, or another arranged time, 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 more detail. Please no PPT! **30 minutes**

### **Midterm & Final (15% each)**

The exams will consist of short answer and essay questions. Maybe some multiple choice questions.

**We will have occasional ungraded quizzes (0% each) : )**

### **Linguistic Analysis (30%)**

Students will display their understanding of (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 or social 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:

#### **1) 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 your tutoring experience influenced your perspective on language and culture in the community? Connect to course readings as possible. (1.5-2 p.) **(cont.)**

## **2) 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*)

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

- 1.. Describe 2-3 recommended instructional strategies for working with your **specific** bilingual EL student. **These teaching** strategies should target improving content area development and comprehension based on your work together.

(1-2 pages; min. 4 references)

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

Throughout your classroom observations and tutoring sessions, take the time to chat in 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? 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 three sections combined**

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

Narrative (Parts 1-4 above)

Copy of completed SOLOM, less bilingual EL 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; SOLOM; Transcript) by**

***Additional Details:***

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

**(cont.)**

In the 2<sup>nd</sup> or 3<sup>rd</sup> 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. (cont.)

Print out a copy of your **transcript** and bring this to class with you. You will use the language elicited from your learner to identify various linguistic features we examine in class. We will workshop our transcripts for examples of: Phonological development, Morphological development, Syntactic development, Semantic development, Pragmatic competence, and Semantic 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.

<b><i>Day 1</i></b>	<b><i>Introduction, Overview</i></b>	<b><i>1/23/19</i></b>
Beliefs about Language Learning		
<b><i>Day 2</i></b>	<b><i>Language: Learning and Cognition</i></b>	<b><i>1/30/19</i></b>
<ul style="list-style-type: none"><li>• <i>Tutoring Activities</i></li><li>• Freeman &amp; Freeman (2014) <i>How Linguists Study Language: Ch.1</i> (pp. 1-20)</li><li>• Fillmore-Snow (2000) What Elementary Teachers Need to Know About Language</li><li>• SOPHOSI</li><li>• Some small syllabus up-dates</li></ul>		
<b><i>Day 3</i></b>	<b><i>Language: Learning and Acquisition</i></b>	<b><i>2/6/19</i></b>
<ul style="list-style-type: none"><li>• Freeman &amp; Freeman (2014) <i>First Language Acquisition: Ch.2</i> (pp. 21-51)</li><li>• Horwitz (2013). What should I know about teaching academic English in content classes? <i>Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching.</i> (pp. 25-59)</li><li>• Freeman &amp; Freeman (2014c) <i>Second and Written Language Acquisition: Ch.3</i> (pp.52-83)</li></ul>		
<b>CC #1 Due at noon 2/5/19 (Freeman and Freeman chapters 2 &amp; 3)</b>		
<b><i>Day 4</i></b>	<b><i>Language Policy, Bilingual EL Education</i></b>	<b><i>2/13/19</i></b>



- Macias, R. (2014) *Benefits of Bilingualism: In the eye of the beholder?* In R.M. Callahan & P.C. Gándara (Eds.) *The Bilingual Advantage: Language, Literacy, and the Labor Market*, Multilingual Matters: Clevedon, U.K.
- \*SOLOM
- Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. *Educational Researcher*, 40, 163-174.

**CC #2 Due at noon 2/12/19 (Macias chapter and Hakuta article)**

<b>Day 5</b>	<b><i>Language and Pedagogy: Why Bilingual EL Students?</i></b>	<b>2/20/19</b>
	<i>Language Use &amp; Conventions</i>	

- Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. *American Educator*, (Summer), 8-44.
- Garcia-Medina (2010), Table 3.1 (*review but no critical commentary necessary*)
- Callahan, R. (2015). Know more than one language? Don't give it up! [TheConversation.com](http://TheConversation.com)
- ELPS (2014) Texas English Language Proficiency Standards (*review, no critical commentary necessary.*)

**CC #3 Due at noon 2/19/19 (Goldenberg, Callahan article)**

<b>Day 6</b>	<b><i>Language as part of Bilingual EL Students' Integration</i></b>	<b>2/27/19</b>
	<i>Social, academic and professional</i>	
	<i>Academic Achievement while Learning the Language</i>	

- Fillmore, L.W. (2000) Loss of family languages: Should educators be concerned? *Theory into Practice*, 39(4), pp. 203-210.
- Suárez-Orozco et al (2008). Networks of relationships. In *Learning a new land: Immigrant students in American society*. Harvard University Press.
- Lippi-Green, R. (2012). The standard language myth. In R. Lippi-Green, *English with an accent: Language, ideology and discrimination in the United States*, (pp. 53-62). New York, NY: Routledge.

**CC #4 Due at noon 2/26/19 (Fillmore, Suárez-Orozco and Lippi-Green articles)**

<b>Day 7</b>	<b><i>Access to Rigorous Academic Content in the L2</i></b>	<b>3/6/19</b>
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- Horwitz, E. K. (2013). What should I know about teaching academic English in content classes? *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. (pp. 179-205)
- Rosa, J. & Flores, N. (2017). Do you hear what I hear?: Raciolinguistic Ideologies and Culturally Sustaining Pedagogies. In Paris, D., & Alim, H. S. *Culturally Sustaining Pedagogies Teaching and Learning for Justice in a Changing World*. (pp. 175-190). Teachers College Press: New York.

**CC #5 Due at noon 3/6/19 (Horwitz and Rosa/Flores articles)**

<b>Day 8</b>	<b><i>Midterm</i></b>	<b>3/13/19</b>
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## Spring Break March 18-22

<b>Day 9</b>	<b><i>Phonology, Reading, &amp; Bilingual EL Students</i></b> <i>Sounds &amp; Sound-Symbol Correspondence</i>	<b>3/27/19</b>
<ul style="list-style-type: none"><li>Freeman &amp; Freeman (2014d) <i>English Phonology: Ch.4</i> (pp. 89-118)</li><li>Freeman &amp; Freeman: (2014e) <i>Implications from Phonology for Teaching a Second Language and for Teaching Reading: Ch.5</i> (pp. 119-145)</li><li>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.</li><li><b>Language Sample Due (JUST THE AUDIO RECORDING)</b> <b>CC #6 Due at noon 3/26/19 (Freeman and Freeman chapters 4 and 5)</b></li></ul>		
<b>Day 10</b>	<b><i>Morphology and Syntax and Bilingual Statements</i></b>	<b>4/3/19</b>
<ul style="list-style-type: none"><li>Freeman &amp; Freeman (2014g) <i>English Morphology :Ch.7</i> (pp. 180-208) <b>Transcript of Language Sample Due</b></li><li>Freeman &amp; Freeman (2014h) <i>Implications from Morphology for Teaching a Second Language and Teaching Reading: Ch.8.</i> (pp. 209-229)</li><li>Freeman &amp; Freeman: (2014i) <i>English Syntax:Ch.9</i> (pp. 230-264)</li><li>Freeman &amp; Freeman: (2014j) <i>Implications from Syntax for Teaching a Second Language and Teaching Reading:Ch.10.</i> (pp. 265-287). <b>CC #7 Due at noon 4/3/19 Pick one of Freeman and Freeman Chapters 7 and 8 and one of Chapters 9 and 10</b></li></ul>		
<b>Day 11</b>	<b><i>Semantics and Pragmatics</i></b> <i>Language Use &amp; Conventions</i>	<b>4/10/19</b>
<ul style="list-style-type: none"><li>Ariza, E.N., Morales-Jones, C.A., Yahya, N., &amp; Zainuddin, H. (2010). Semantics. In <i>Why TESOL: Theories in teaching English as a second language</i>, (pp. 81-88). Dubuque, IA: Kendall-Hunt.</li><li>Ariza, E.N., Morales-Jones, C.A., Yahya, N., &amp; Zainuddin, H. (2010). Pragmatics. In <i>Why TESOL: Theories in teaching English as a second language</i>, (pp. 71-79). Dubuque, IA: Kendall-Hunt. <b>CC #9 Due at noon 4/9/19 (Ariza articles)</b></li></ul>		
<b>Day 12</b>	<b><i>Assessment of Language and Bilingual Learners</i></b>	<b>4/17/19</b>
<ul style="list-style-type: none"><li>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.</li><li>Sánchez, G. I. (1934). Bilingualism and mental measures. A word of caution. <i>Journal of Applied Psychology</i>, 18(6), 765–772.</li></ul>		

**CC #10 Due at noon 4/16/19 (Gottlieb and Sánchez articles)**

<b>Day 13</b>	<b><i>Language Variation &amp; Standard English</i></b> <i>Cultures, Contexts and the Classroom</i>	<b>4/24/19</b>
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- Garcia. O., Johnson S. I., & Seltzer, K. (2017). *Translanguaging Classrooms: Contexts and Purposes*. Carlson, Inc.: Philadelphia, PA. Chapter 1
- Delpit, L. (2002). *The skin that we speak*. New York: The New Press.
- 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.

**CC #11 Due at noon 4/23/19 (Garcia OR Delpit and Martinez article)**

<b>Day 14</b>	<b><i>Review, Catch-up, and Linguistic Analysis Workshop</i></b>	<b>5/1/19</b>
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<b>Day 15</b>	<b><i>Final Exam</i></b> <i>(We might do some other things during this session.)</i>	<b>5/8/19</b>
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**DUE DATES**

**3/27/19 Language Sample (Audio Recording) BRING TO CLASS**

**4/3/19 Transcript of Language Sample, BRING TO CLASS**

**5/8/19 Tutoring Sign in Sheets, Tutoring Logs AND Reflection due by NOON**

**5/13/19 Linguistic Analysis and all supporting documents due by MIDNIGHT**