

Instructor Name: Brenda Ayala Lewis bayalalewis@utexas.edu

Office: 440B

Meeting Days: Tues. & Thurs. 8:00 a.m.-9:30 a.m.

Rm: SZB 240

OH: Thurs. after class by appt.

Course Description

This course will provide an overview of theoretical and practical perspectives on the nature of language and language use in education. Students will explore principles of discourse, phonology, morphology, syntax, and semantics as they relate to second language acquisition. Topics associated with language varieties, social conventions, and linguistic structures will also be explored. The focus of the course is to prepare prospective teachers/professionals to best serve the linguistic and academic needs of bi(multi)lingual English learners (ELs) in the K-12 classroom.

This course is structured to support the student in designing, implementing and reflecting upon the academic language development of ELs through linguistic analysis. Identification and articulation of ELs strengths as well as their instructional needs will assist students in the planning of instructional approaches and strategies that facilitate the acquisition of language and literacies. Beliefs and misconceptions related to language acquisition (English), language variety, and language use will be examined to better understand the impact on ELs learning opportunities and academic trajectories.

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 bi(multi)lingual EL'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 ELs in the academic context
7. Design activities appropriate for bi(multi)lingual ELs' linguistic needs in the academic context
8. Identify attitudes towards language and the impact on modes of inquiry
9. Articulate theories of language (e.g. variation, phonology, social conventions, use)
10. Identify instructional strategies addressing bi(multi)lingual ELs' 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 at the corner of Rio Grande & 24th St.*

Grading:

Critical Commentaries	(10%)	100-93=A	79-77=C+
Tutoring (10h)	(10%)	92-90=A-	76-73=C
Group Presentation	(10%)	89-87=B+	72-70=C-
2 Mid-Terms (15% each)	(30%)	86-83=B	69-60=D
Linguistic Analysis Project	(40%)	82-80=B-	Below 60=F

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

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satisfy course requirements, you are indicating that it is your own work. The failure to properly acknowledge use of another's work is plagiarism. Cite references 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 for providing an official letter to the instructor at the start of the semester.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

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, a meeting with the instructor is necessary prior to the absence to discuss your plans for keeping up with the coursework and compensating—not eliminating—the absence. It will be your responsibility to get the class notes and be prepared for the next class session. Please sign the attendance sheet upon arriving to class, if tardy, your final grade will be reduced by **1.5 pts** for each tardy. If you must be absent on the day scheduled for a group presentation, it is imperative that you notify me in advance as it affects the group. **A letter-grade reduction will be given if notification is not received prior to 12:00 noon on the day prior to the group presentation date.**

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

Laptops and Cell Phones:

Laptops must only be used in appropriate ways and at appropriate times as a common courtesy to our scholarly community. Please refrain from surfing the internet, checking email, shopping, doing research, texting, or completing assignments for other classes during class. If you anticipate an urgent message on cell/smart phone, please inform the instructor prior to class. Failure to comply with policy will result in receiving a reminder of the expectations through email and a minimum 2-point reduction in the class participation grade for the day.

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 EL student for transcription and analysis. Projects and assignments must be submitted electronically, posted to **Canvas**. E-mail will be used to communicate with Brenda Ayala Lewis and other class members. A **Canvas**

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platform has been established for this course and contains the syllabus, project guidelines, readings not found in the textbook, and general course information. Announcements, updates, and new documents will be posted through the duration of the course must be checked regularly on *Canvas*.

Classroom Policies:

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 on-line 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 through active participation.

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 can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. 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 Brenda immediately. This syllabus is a work-in-progress, if any changes in dates and details occur they will be confirmed both in class and via class email.

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

CCs are designed to organize, synthesize, and connect course readings—to easily access the material for exams, the final project, and for referencing in future coursework.

1. *Title* – Full citation of the reading (in APA format)

2. *Brief Summary* – **1 sentence** summary of key points, details, key concepts, etc.

3. *Response* – **3 sentences** 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 in tutoring your English learner student?

4. *Key Question*—At least 1 question that requires further clarification.

5. **CCs must be posted to *Canvas* by 11:59 p.m on Sunday before Class Time.**

CCs are designed to facilitate completion of the final linguistic analysis.

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2. Tutoring (10 hours) (10%):

Several school and tutoring organizers will speak to our class at the start of the semester (Wooldridge, Victory, Linder) and you will sign up with one organization. Tutoring will begin by the 3rd class and all required hours must be completed by the 12th class. ALL 10 HOURS ARE REQUIRED TO RECEIVE CREDIT. Up to 3 hours may be classroom observations. If possible, meet the teacher to learn more about your EL! In addition to the tutoring, (30 min.) should be a classroom **OBSERVATION** of your EL. At the beginning of the semester, observe how your ELs teacher differentiates instruction for ELs in his/her class.

- 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 form under the tutoring assignment on canvas.**
- b) You will also log entries describing your tutoring on **Canvas**. 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) End of the semester: complete **Tutoring Reflection Form**, submit in **Canvas**.

3. Group Presentations (10%)

During the **second** week of class students will divide into groups according to the presentation topic. Each group will present for **30 minutes** during the designated class. 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 **Brenda** 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. Make sure to start on time and work out any technical issues prior to presenting. Please submit on **Canvas** for the expanded Grading Rubric. No exclusively PPT lectures allowed.

4. Midterms (30%)

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

Linguistic Analysis (40%)

Students will display their understanding of both (1) the distinct structure and features of oral English, and (2) the linguistic development of bilingual EL per the analysis of a language sample from a tutoring session with EL. 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. Final projects will consist of 7 discrete sections:

1. **Introduction** A brief overview of your work with your student. Describe your student's academic and linguistic background, any interesting features of your time spent together. (Max. 3/4 page)
2. **Linguistic Analysis.** (Min. 5 pages/Max. 6 pages; min. 10 references)
A critical analysis of your EL student's linguistic proficiency as represented in the language sample:

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- a) Phonological development
 - b) Morphological development
 - c) Syntactic development
 - d) Semantic development
 - e) Pragmatic competence (e.g., discourse routines, social conventions).
 - f) Free choice: anything else that strikes you as important--Analysis of additional features not listed but studied this semester are welcome.
3. **Recommended Practices: Classroom /Situated Context** (1-2 pages; min. 2 references)
- a) Describe 2-3 recommended instructional/context specific strategies for working with your EL
 - b) Strategies should target improving content area development and comprehension based on your work together.
4. **SOLOM Results and Discussion** (1-2 pages; min. 2 references)
- a) Analyze the how and why of your participant's SOLOM results.
 - b) 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?
 - c) What questions did the SOLOM answer for you as a teacher? Were any areas of concern left unaddressed?
5. **Reference list for all sections combined**
6. **Appendix A: Annotated Transcript**
7. **Appendix B: SOLOM**

Canvas upload (Final): Linguistic Analysis

Narrative (Parts 1-4 above)

References

Annotated Transcript of the language sample

Copy of completed SOLOM, less EL student name

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

**Final project must be uploaded electronically
to Canvas including narrative, references, and appendices: (SOLOM & Transcript)
by Dec. 7, 2018 before 11:59p.m.**

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Tentative Course Guide

Week 1	Introduction & Overview <i>Language as a tool: Manipulate it well!</i>	Aug. 30
<ul style="list-style-type: none"> Zeller, et al. (2010). From stranger to friend: The effect of service learning on pre-service teachers' attitudes. <ul style="list-style-type: none"> Language and Content: Expository writing and texts: Syllabus overview Language Sample: Linguistic Analysis Assignment Interest Survey 		
Week 2	Language: Learning and Cognition	Sept. 4- 6
<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 3	Language Policy and EL Education <i>Learning Language, Learning Content</i>	Sept.11- 13
<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 EL Students?	Sept. 18-20
<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 SOLOM ELPS (2014) Texas English Language Proficiency Standards 		
DUE: Identify EL student for language sample		Sept. 20
Week 5	Language as part of EL Students' Integration <i>Social, academic and professional</i>	Sept. 25-Sept. 27
<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. 		
Group 1 Presents		Sept. 27

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Week 6**Reading, Writing, & EL Students****Oct. 2-4***Deriving Meaning from Text***MID-TERM 1**

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

Mid-Term 1**Oct. 4****Week 7****Programs and Instruction for ELs****Oct. 9-Oct. 11***ESL, Academic Content & Academic Achievement*

- Diaz-Rico, L.T., & Weed, K.Z. (2002). 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. ***

Group 2 Presents**Oct. 11****DUE: EL Language Sample Completed****Oct. 11****Week 8****Semantics and Pragmatics****Oct. 16-18***Language Use & Conventions*

- Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2010). Pragmatics. In *Why TESOL: Theories in teaching English as a second language*, (pp. 71-79). Dubuque, IA: Kendall-Hunt. ***
- Ariza, E.N., Morales-Jones, C.A., Yahya, N., & Zainuddin, H. (2010). Semantics. In *Why TESOL: Theories in teaching English as a second language*, (pp. 81-88). Dubuque, IA: Kendall-Hunt.

Group 3 Presents**Oct. 18****DUE: Language Sample Transcript****Oct. 18****Week 9****Phonology, Reading, & EL Students****Oct. 23-25***Sounds & Sound-Symbol Correspondence*

- Freeman & Freeman (2014d) *English Phonology: Ch.4* (pp. 89-118)
- Freeman & Freeman: (2014e) *Implications from Phonology for Teaching a Second Language and for Teaching Reading: Ch.5* (pp. 119-145) ***
- Lippi-Green, R. (2012). The myth of non-accent. In R. Lippi-Green, *English with an accent: Language, ideology and discrimination in the United States*, (pp. 41-52). New York, NY: Routledge.

Group 4 Presents**Oct. 25**

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Week 10**Morphology, Literacy, & EL Students****Oct. 30-Nov. 1**

- Freeman & Freeman (2014g) *English Morphology*: Ch.7 (pp. 180-208)
- Freeman & Freeman (2014h) *Implications from Morphology for Teaching a Second Language and Teaching Reading*: Ch.8. (pp. 209-229) ***

Group 5 Presents**Nov. 1****DUE: Tutoring Log Post 2 on Chat (e.g., questions, doubts, challenges, positive experiences)****Nov. 1****Week 11 Syntax in the Classroom: Modal verbs and other hurdles for EL students Nov. 6- 8***"Just because you can doesn't mean you should":*

- Freeman & Freeman: (2014i) *English Syntax*: Ch.9 (pp. 230-264)
- Freeman & Freeman: (2014j) *Implications from Syntax for Teaching a Second Language and Teaching Reading*: Ch.10. (pp. 265-287) ***

Group 6 Presents**Nov. 8****Week 12****Mid-Term Exam Review****Nov. 13****Mid-Term Exam****Nov. 15****Week 13****Assessment of Language and Language Learners Part 1****Nov. 20**

- Cary, S. (2007). How do I assess a student's English? In *Working with English language learners*, (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.
- Zeller, et al. (2010). From stranger to friend: The effect of service learning on pre-service teachers' attitudes.
- SOLOM

Week 14**Assessment of Language and Language Learners Part 2****Nov. 27****NO CLASS: Schedule Individual Conferences for Final Projects Nov. 29**

- Cary, S. (2007). How do I assess a student's English? In *Working with English language learners*, (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.
- Zeller, et al. (2010). From stranger to friend: The effect of service learning on pre-service teachers' attitudes.
- SOLOM

Group 7 Presents**Nov. 27**

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Submit TUTORING Hours: Nov. 29

1) Sign-in Sheet and 2) Final Reflection (Scan & upload on Canvas)

3) Last day to upload discussion board entries

Please Bring to the Individual Conference a

(VERY) ROUGH DRAFT of

One (1) Linguistic Analysis Segment & Annotated Transcript

Week 15***Language Variation & Standard English******Dec. 4-6******Cultures, Contexts and the Classroom***

- Wheeler, R. & Swords, R. (2010). *Code switching lessons*. 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.

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

1. In the 2nd or 3rd week of your tutoring experience, you will record a **language sample** with your bilingual student.
2. 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.
3. 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:
 - a. Pragmatic competence
 - b. Semantic development
 - c. Phonological development
 - d. Morphological development
 - e. Syntactic development
4. 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's oral English skills in a natural context and identify the appropriate English language development stage through observation.

Sites to Explore

- <http://www.cal.org/>
- <http://www.ced.csulb.edu/offices/center-language-minority-education-and-research>
- <http://linguistlist.org/sp/GetWRListings.cfm?WRAbbrev=LangLearnESL>
- http://www.wested.org/online_pubs/rd-06-03.pdf
- <https://www.census.gov/content/dam/Census/library/publications/2013/acs/acs-22.pdf>