

CENTRAL WASHINGTON UNIVERSITY
Teacher Education Programs
Department of Bilingual & English as a Second Language Education

Course: EDBL 433.001 Educational Linguistics
Time:
Location:
Credits: 3 Hours

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I. MISSION STATEMENTS:

The following course, EDBL 433: Educational Linguistics was founded on university, college, and departmental mission statements. The specific course content addresses those sections that appear in dark print.

Central Washington University's (CWU) mission is to prepare students for **responsible citizenship**, responsible stewardship of the earth, and **enlightened and productive lives**. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in **solving human** and environmental **problems**.

The mission of the College of Education and Professional Studies (CEPS) is to **prepare competent professionals and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship, and a diverse global economy.**

Faculty and staff of the Teacher Education Program Division (TEP) are committed to ensuring graduates are prepared to be **outstanding educational leaders and facilitators of learning who demonstrate the knowledge and skill necessary to educate and work within a diverse school population.**

II. COURSE DESCRIPTION :

A. Course Catalog Description:

Phonology, syntax, and semantics applicable to speech and learning situations in the school.

B. Conceptual Framework:

This course was designed from a constructivist framework emphasizing the social nature of learning and language acquisition (Vygotsky, 1978). This model asserts professional knowledge, skills, and dispositions are actively co-created by the student through their personal sociocultural funds of knowledge (González, Moll, & Amanti, 2005) in transaction with academic content (Connery, 2006) by means of intrapersonal, interpersonal, and experiential activity (John-Steiner & Mahn, 1997).

C. Teaching-Learning Strategies:

A multiplicity of strategies will be employed to foster the necessary knowledge, skills, and dispositions you will need to work with culturally and linguistically diverse students. As such the course will employ a variety of the following teaching-learning strategies: lecture, discussion, inquiry-based learning, hands-on problems solving, cooperative learning, case studies, and modeling techniques among other venues.

D. Technology:

Forms of technology employed by the professor and students in this class include: internet access, compact discs, power point slide shows, videos, overhead projector, e-mail, digital cameras and other means of technology.

III. LEARNING OBJECTIVES:

The purpose of this course is to acquaint the pre-service educator with the field of linguistics, while exploring the interface between language, culture, and education. In order to achieve this learning objective, course content and requirements will develop understandings across the following domains:

- A. The contribution and relationship of linguistics, psychology, sociology, and anthropology to the applied science of education.
- B. The nature, function, and diversities of languages and their constituent processes (e.g. phonology, morphology, semantics, syntax, pragmatics, etc.)
- C. The features of Standard American English, including conversational language and academic discourse, dialects, and other variations.
- D. The processes of first and second language acquisition and intersection between home and school literacies.
- E. The integrated development of speaking, listening, reading, and writing as components of the process of literacy.
- F. Effective instructional practices addressing the cognitive, social, and affective needs of first and second language learners.

G. The role of the teacher as a language model, facilitator of acquisition and learning, and educational advocate for heritage language, native, and bilingual students.

H. Prepare for the state Bilingual / TESL Praxis Exam

Learning objectives for this course are based on the following national, state, and institutional competencies:

A. Teacher Competencies by the International Association of Teachers of English to Students of Other Languages (TESOL):

TESOL 1.a, 1.b, 2.a, 2.b, 4.a, 5.b, 5.c.4

B. Teacher Competencies by the Washington State Department of Education:

1. English as a Second Language Education Endorsement Competencies:
K1.1, S1.1, S1.2, S1.3, K2.2, S.2.2, K4.1, K 5.1

2. Bilingual Education Endorsement Competencies:
S.1.2, K.1.3, K.1.4, S.2.5, S.2.7, S.2.8, K.3.0, K.3.1, K.3.2,
K.3.3, K.3.4, K.3.5, S.3.1, S.3.2, S.5.6, S.6.1, S.6.2, K. 7.1

C. Teacher Competencies by Central Washington University's Center for Teaching and Learning (CTL):

1.10.1, 1.10.1, 1.10.2, 1.11.1, 1.11.2

IV. LEARNING OUTCOMES & GRADING CRITERIA:

Upon completion of this course, students will be expected to meet the following outcomes in written and oral manner. Students will be evaluated using the LiveText Portfolio data base using standards specific to the content of this class.

A. Demonstrate an understanding of foundational concepts from the field of linguistics, using English (or another native language) as an example.

B. Engage in critical research specific to an area of structural linguistics, historical linguistics, psycholinguistics, sociolinguistics, or applied linguistics.

C. Articulate connections between linguistic research and the applied science of education to support the English language-literacy development and content area achievement of K-12 students.

LIVETEXT

Teacher candidates are requirements to submit LiveText artifacts in order to receive credit for the assignments. Failure to submit artifacts to LiveText will result in course failure.

V. REQUIRED TEXTS & TECHNOLOGY:

LiveText Software. (If you have not already purchased LiveText, you must do so for this class).

Piper, T. (2007). (4th Ed.) Language and learning: the home and school years. Upper Saddle River, New Jersey: Pearson / Merrill-Prentice-Hall.

Fasold, R.W. & Connor-Linton, J. (Eds.) (2006). An Introduction to Language & Linguistics. Cambridge, England: Cambridge University Press.

Student work will be posted and evaluated using the LiveText software.

Optional Texts Used to Supplement the Course:

Freeman, D.E. & Freeman, Y.S. (2004). Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar. Portsmouth, New Hampshire: Heinemann.

Educational Testing Service, (2005). The Praxis series: official study guide: English to speakers of other languages. Princeton, New Jersey: Educational Testing Service.

Stewart, T.W. & Vaillette, N. (1998). (8th Ed.). Language Files: Materials for an introduction to language and linguistics. Columbus, Ohio: Ohio State University Press.

VI. ACADEMIC POLICIES & PROFESSIONAL PROTOCOL:

The following policies and protocols have been established based on university policies and state and federal laws. They are **equally binding for all students** enrolled in each of my classes. In the spirit of educational equity, please do not ask me to privilege you over another student.

A. Equal Educational Opportunity:

Central Washington University seeks to provide reasonable accommodations for all qualified individuals with disabilities. Accommodations are intended to minimize the functional limitations of a disability and provide the student equal access to the educational process. Please inform me how I might support you in this regard.

B. Discrimination, Intimidation, & Harassment:

Hatespeak and racist or sexist dialogue and behaviors will not be tolerated.

The right of all students to equal access of the course content in an environment free of prejudice, discrimination, and harassment will be respected and upheld.

All illegal behavior will be reported to the proper municipal and university authorities.

C. Professional Participation:

The nature of the course requires that each student be treated with respect, dignity, and sensitivity. While we can **agree to disagree in a professional manner**, all students are responsible for actively participating in all classroom activities in a positive, sensitive, and contributory manner. Each class members' professionalism will be evaluated based on **their adherence to established class norms**.

Students will also be graded on their **active, professional** participation. Please reconsider taking this course at another time if you intend on engaging in activities completely unrelated to the work we do in class. Be advised **you will be marked down** for playing computer games, watching DVDs, talking on the phone, reading the newspaper, grading papers or projects, studying for exams, working on other class assignments, engaging in incessant talking of a social nature, and / or (but not limited to) behaviors that disturb the learning environment for other students.

D. Attendance Policy:

Punctual attendance is required. Simply put, you need to be in class to get credit. **You MUST sign the attendance sheet** in order to be considered present.

Each student is permitted **one** excused absence. Extra credit points will be awarded to those students who do not miss class. Subsequent absences will **NOT BE EXCUSED** without a published obituary or medical note from a health care provider. Documentation will not be accepted until it is officially confirmed by the professor.

If you are an athlete and have games or practices scheduled during class, you must present appropriate documentation that will excuse you from class. Please consider taking the class at another time if you cannot be here on a timely and consistent basis.

Please be on time for class. If you are late, have the courtesy not to disrupt the learning environment. **Repeated late arrivals / early departures will forfeit half to a full grade.**

E. Late Assignments:

I am happy to provide a five to ten minute, verbal review of your drafts on **the week prior to its due date**. In order to maintain equity for all students, verbal and written feedback will not be issued the week the assignment is due. **Late assignments will NOT be accepted without a published obituary or an official medical note. No exceptions will be made once deadlines are established.**

In the event you can document you are having technological difficulties posting work on LiveText, you will be granted NO MORE THAN a 24 hour grace period to resolve the problem. It is the student's responsibility to make sure their work successfully posted on LiveText.

If you submit work to my mailbox, please ask the department office staff to stamp both your folder and a receipt for your files to record the date and time of submission. **Undocumented work will be considered late.**

F. Academic Integrity:

All cheating, plagiarism, and forgery will be referred for disciplinary action **and automatically result in an "F" for the course.**

You are obligated to cite all electronic or bibliographic references for works that are not authored or created by you. Please use the format outlined by the American Psychological Association. If for some reason you do not have a complete reference for a document, do the best you can by providing an author, a date, a workshop site, etc. If a document has been translated, please give credit to the person whose talents made it readable to you or others.

All violations of the student code will be reported to the Department of Education, College of Education & Professional Studies, Vice President for Student Affairs & other CWU departments for disciplinary action. The Office of the Superintendent of Public Instruction (OSPI) and any school district that might officially or unofficially inquire about your potential employment may additionally be informed as well.

G. LIVETEXT

Teacher candidates are requirements to submit LiveText artifacts in order to receive credit for the assignments. Failure to submit artifacts to LiveText will result in course failure.

VII. DESCRIPTION OF REQUIREMENTS:

A. Professionalism & Class Participation: (25 points) All students are responsible for actively participating in all classroom sessions in a positive, sensitive, and contributory manner. You are an important, insightful individual with a wealth of knowledge and life experience. Please be sure to share your ideas aloud with the whole group at least once a class session. As Freire once wrote, "Without dialogue, is no learning. And without learning, there is no education."

B. Language Journal: (50 points) (This assignment is to be entered on LiveText) Students will have the opportunity to reflect material from the course readings through the construction of a language journal. Languages are

dynamic, living phenomena as well as a critical psychological tool with which we construct our realities. While we are immersed in language everyday, we rarely stop to acknowledge dynamisms in this fascinating process. The language journal provides a space to stop, observe, and consider language in all its complexity. You will be asked to identify and reflect on language and its various aspects, features, or examples in journal form. Students should make at least two, full-page entries each week for 7 weeks. Your final language journal should be composed of 14 pages of cogent examples and reflections as well as comments from the course textbook, daily life, and interactions with your others. Please see the designated rubrics outlining points for this assignment.

Please note:

All journals will be type-written using a 12 font on double-spaced pages. All writing must be typed, edited, spellchecked, and proofread. Work submitted with **more than five grammatical, spelling, or mechanical errors will automatically forfeit half the allotted points.** No revised work will be accepted. Up to 2 edited drafts by fellow class members will be accepted for 1 point extra credit per document. The number of extra credit points will not exceed 2 total points. **Your final journal must reflect corrections indicated in the edited documents to receive extra credit.**

C. English Parts of Speech and Grammar Quiz: (5 points)

The students will create and take a quiz on the parts of speech and the grammar of standard American English.

D. International Alphabet Quiz (5 points):

The instructor will provide a short quiz on the International Alphabet in preparation for the TESL Praxis exam.

VIII. GRADING SCALE:

A (100-96%) A- (95-90%) B+ (89-87%) B (86-83%) B- (82-80%)
C+ (79-77%) C (76-73%) C- (72-70%) D+ (69-67%) D (66-63%) D- (62-60%)

IX. TENTATIVE COURSE SCHEDULE:

P= Piper Text F&C= Fasold & Connor-Linton Text

<u>Week of:</u>	<u>Course Topic</u>	<u>Readings & Assignments Due</u>
	Course Introduction, Norms, & History of English	
	What is Language?	P: Chapters 1 & 2 F&C: Introduction
	The Physiology of Speech	Journal #1 F&C: 7 & 11
	First Language Acquisition	Journal #2 P: Chapters 3 & 4 F&C: Chapter 6
	Second Language Acquisition	Journal #3 P: Chapters 5 & 6 F&C: Chapter 13
	Phonology	International Phonemic Alphabet Quiz Journal #4 F&C: Chapter 1
	Morphology	Journal #5 F&C: Chapter 2
	Semantics	Journal #6 F&C: Chapter 4
	Syntax	Parts of Speech and Grammar Quiz Questions due Speech & Grammar Quiz Journal #7 F&C: Chapter 3 & 5
	Pragmatics Final Exam Week Course Synthesis & Evaluation	Questions due Speech & Grammar Quiz Full Language Journal Due on Livetext P: Chapter 221 F&C: Chapter 1 & 8

Name: _____ Final Grade: _____ / 100

EDBL 433: Educational Linguistics Grading Format

Winter 2007

A. Professionalism _____ / 25 points

_____/ 15 **Participation / Attendance:**

10 sessions = 17 points (2 points extra credit)

9 sessions = 16 points (1 point extra credit ; 1 excused absence)

Without an authentic doctor's note or obituary:

8 sessions = 15 points

7 sessions = 11 points

6 sessions = 7 points

5 sessions = 3 points

_____/ 2 **Punctuality / Early Dismissal;:** (repeated – 2 points ; excessive – 4 points)

_____/ 3 **Adheres to class norms**

_____/ 5 **Assignments posted on LiveText by deadline***

B. Language Journal (LiveText): _____ / 50 points

C. English Parts of Speech and Grammar Quiz: _____ / 5 points

D. International Alphabet Quiz _____ / 5 points

GRADING SCALE:

A (100-96%) A- (95-90%) B+ (89-87%) B (86-83%) B- (82-80%)

C+ (79-77%) C (76-73%) C- (72-70%) D+ (69-67%) D (66-63%) D- (62-60%)

F (59-0%)

Educational Linguistics Resources & Journals

Working Papers in Educational Linguistics University of Pennsylvania
<http://www.wpel.net/>

Modern Language Journal
<http://polyglot.lss.wisc.edu/>

Center for Applied Linguistics
<http://www.cal.org/>

American Anthropology Association
http://www.aaanet.org/about_aaa.htm
Anthropology and Education Quarterly

National Council of Teachers of English
<http://www.ncte.org/pubs/journals>
Language Arts, School Talk, Voices from the Middle, English Journal, Classroom Notes Plus, Talking Points, English Leadership Quarterly, English Education College Composition and Communication, Research in the Teaching of English Teaching English in the Two Year College

International Reading Association
<http://www.reading.org/publications/>
The Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Research Quarterly, Reading Research Quarterly On-line, Thinking Classroom Lectura y Vida, Reading On-line

Teachers of English to Speakers of Other Languages
<http://www.tesol.org/>
Essential Teacher, TESOL Quarterly, TESOL Matters, TESOL Journal

National Association of Bilingual Education
<http://www.nabe.org/>
Bilingual Research Quarterly