

Course Objectives (continued):

4. discover, identify, and become familiar with ways in which societal expectations, language, and language production are internalized and contribute to the formation of an individual's identity and psychological development.
5. develop their capacities to recognize the manifestations of social and cultural values and beliefs in students, parents, and other stakeholders in education and to respect and include these values and beliefs into their schools and classrooms.
6. Discover, identify, and become familiar with the languages and cultures of language minority students attending public schools, especially those in their local communities.

Important notes about . . .

Class structure & preparation for class: The design of and assignments for this class are intended to maximize individual student learning in a collaborative environment. This means that you will be expected to both actively engage in class activities and attend regularly. It also means that you need to have completed the week's assigned reading before the class session for which it is assigned. Finally, the following policies will be followed:

Participation in learning activities: The learning activities in any one of the classes require active participation by the learner to apply particular concepts, skills, principles, and knowledge related to this course. Many of these activities will be completed in class. In these instances, you must be in class the session the activity is completed to benefit from it. If you are absent, you cannot really "make up" the activity. The assignments that are completed outside of class are assigned a specific due date (see Schedule) and will not be accepted late unless specific arrangements have been made in advance with me.

Please note The Americans with Disabilities Act (ADA) mandates equal opportunity and access to all sectors of society. Students who believe they may need accommodations in this class are also encouraged to contact the Disability Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Grading Basis

Small group presentations	25%
Discussion Board postings (8 x 5 points each=)	40%
Culturally-based lesson plan	25%
Course participation	<u>10%</u>
	Total=100%

The rubric to be used for evaluation of all assignments in the course appears on the last page of this syllabus. Course grading is strictly criteria-referenced and is based on the following ranges: A=93-100%; B=85-92%; C=77-84%; D=70-76%; and F=69% and below.

Required Texts (Please note that all required texts are available at The Book Stop, 931 16th Street, Greeley, (970) 356-1687, Email: bookstop@ctos.com Web: www.thebookstop.com.)

Chaika, E. (2001). *Language: The Social Mirror* (Fourth edition). Boston, MA: Heinle and Heinle.

Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understandings of the world*. New York: Teachers College Press.

Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York: Cambridge University Press. [Second printing available as of 1991(?).]

(Either printing is acceptable for our purposes in this course.)

Recommended/optional texts

Bourdieu, P. (1977). The economics of linguistic exchanges. *Social Science Information* 16(6): 645-668.

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education.

Delgado-Gaitan, C. (1994). Sociocultural change through literacy: Toward the empowerment of families. In B. M. Ferdman, R. M. Weber, and A. Ramirez (Eds.), *Literacy across languages and cultures* (pp. 143-170). Albany, NY: SUNY Press.

Duranti, A. & C. Goodwin (Eds.). (1992). *Rethinking context: Language as an interactive phenomenon*. New York: Cambridge University Press.

Erickson, F. (1987). Transformation and school success: The politics and culture of educational achievement. *Anthropology and Education quarterly* 18(4): 335-356.

Freeman, D. E., and Y. S. Freeman (1994). *Between worlds: Access to second language acquisition*. Portsmouth, NH: Heinemann.

Gee, J. P. (1996). *Social linguistics and literacies: Ideology in discourses* (Second edition). Philadelphia, PA: Falmer Press.

Genesee, F. (Ed.). *Educating second language learners: The whole child, the whole curriculum, the whole community*. New York: Cambridge University Press.

Gumperz, J. J. (Ed.). (1982). *Language and social identity*. New York: Cambridge University Press.

Gumperz, J. J. (producer/principal researcher). (1979). *Crosstalk* [videotape]. (Available from BBC Enterprises, Ltd. London.)

Martin-Jones, M. and M. Heller (Eds.). (1996). Education in multilingual settings: Discourse, identities, and power. *Linguistics and Education* 8(1) and 8(2).

Matute-Bianchi, M. (1991) Situational ethnicity and patterns of school performance among immigrant and nonimmigrant Mexican-descent students. In M. Gibson & J. Ogbu (Eds.), *Minority status and schooling*. New York: Garland.

McCaleb, S. P. (1994). *Building communities of learners: A collaboration among teachers, students, families, and community*. New York: St. Martin's Press.

Mehan, H. (1987). Language and schooling. In G. Spindler and L. Spindler (Eds.), *Interpretive ethnography of education: At home and abroad*. Hillsdale, NJ: Lawrence-Erlbaum.

Michaels, S. (1990). The dismantling of narrative. In A. McCabe and C. Peterson (eds.), *Developing narrative structure* (pp. 303-351). Norwood, NJ: Erlbaum.

Recommended/optional texts (con'td)

Ogbu, J. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly* 18(4): 312-334.

Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly* 29(1).

Pérez, B. (Ed.). (1998). *Sociocultural contexts of language and literacy*. Mahwah, NJ: Lawrence Erlbaum Associates.

Philips, S. (1972). Participant structures and communicative competence: Warm Springs children in community and classroom. In C. Cazden, V. John, and D. Hymes (Eds.), *Functions of language in the classroom*. New York: Teachers College Press.

Uchida, A. (1992). When "difference" is "dominance": A critique of the "anti-power based" cultural approach to sex differences. *Language and Society* 21(4): 547-568.

Wertsch, J. V. (Ed.). (1985a). *Culture, communication, and cognition*. New York: Cambridge University Press.

Description of Assignments

Small group presentations: You will work in a small group with some of your classmates to teach us more about the reading assigned for the date you are scheduled to present. In view of our discussions and expanding definitions of teaching and learning, it should be understood that the task is not to summarize or reiterate the reading, but rather to extend, deepen, or otherwise enrich our understanding of the topics, issues, and/or problems raised therein. For this reason, activities, discussions, simulations, mini-lectures, opportunities to share our "personal practical knowledge" (Connelly and Clandinin 1988; 1990) which strive to accomplish these goals are

encouraged. It is fair to assume for this purpose that everyone has read the assigned chapters/articles, whether this is true or not.

The work involved in preparing for these presentations should be equally divided among all participants (although it is *not* necessary that every member of your group present in front of the class), and the presentation itself must be well planned. For this reason, you need to submit a skeletal outline (one per presentation) indicating what the sequence of the presentation parts will be, the approximate duration of each part, and a statement describing the role of each participant in the planning of the presentation (if we work in pairs) along with any handouts or other materials you might want your classmates to have. It is also each presenter's responsibility to see that the presentation time is managed effectively, of course.

Description of Assignments (continued)

Discussion Board postings on Blackboard: You will be asked to respond to questions related to assigned readings in small groups each week we don't meet face-to-face, and post your response on the Discussion Board within this course's Blackboard site (at www.unco.edu/blackboard) by Wednesday of the week in which the reading is assigned. Each week's posting is worth five points, and by default, you will have earned five points for your posting unless you hear from me otherwise. In such a case, you will get a chance to resubmit postings to improve your score, if you desire to do so.

You will be assigned to a group for purposes of these responses, and establish among your groupmates a rotation for playing the lead writer role. (*Make sure to arrange a schedule that doesn't consistently burden the same person with responding during weeks when other course assignments are due!*) The lead writer role is like that of editor-in-chief: drafting a first response to the questions, eliciting feedback and modifications from groupmates and generally coordinating the group's response so that it gets posted by the deadline each time. Each group is expected to provide an "installment" of approximately 1-2 "screens" for the online session of class.

Culturally-based lesson plan:

This assignment is described more fully in the Course Materials folder in Blackboard. We will discuss in greater depth as we near the starting time for reading Heath's (1983) work. You are encouraged to use the SIOP Model for structuring your lesson plan, if you wish, but this is not the purpose of this particular assignment.

Schedule Please note that I have referred to each required text in the schedule below by the initial letters of the last names of the author(s). Also, the number following this notation is the chapter(s) to be read for that week (e.g., “Ch 1” means Chaika, chapter 1; G 1-3 means Gallas, chapters 1 through 3, H 4 means Heath, chapter 4; etc.). Please note there is required reading every week, and each week’s reading assignment is not necessarily about one unified theme.

Week of:	Due:	Topic:	To be read:
Aug. 26		Be prepared to discuss syllabus 9/2!	Syllabus
Sept. 2	First face-to-face session	Introduction to course, colleagues and instructor What is language? Individual & Social Bilingualism	Ch Intro, 1&2
Sept. 9*		Style of Speech; Kinesics, the Silent Language	Ch 3 & 4
Sep. 16		Pragmatics; Orality and Literacy	Ch 5 & 6
Sep. 23*		Field Methods; Dialects	Ch 7 & 8
Sep. 30		Speech Communities; Gender and Language	Ch 9 & 10
Oct. 7*		Sociolinguistics and the Professions	Ch 11
Oct. 14		Part I: Epiphanies of the Ordinary	G Intro., 1-3
Oct. 21*		Part II: Stories about Science	G 5-7
Oct. 28		Part III: Art as Story	G 8 & 9
Nov. 4*		The Piedmont; “Gettin’ on” in two communities	H Prolog., 1 & 2
Nov. 11		Learning how to talk in Trackton; Teaching how to talk in Roadville	H 3 & 4
Nov. 18*		Oral traditions	H 5
Nov. 25*	Happy Thanksgiving!	Literate traditions; The townspeople	H 6 & 7
Dec. 2*		Teachers as learners	H 8
Dec. 9	Culturally-based lesson plan	Final face-to-face session: Learners as ethnographers	H 9, Epilogue

* denotes online session (Please note that, because the November 25 session is scheduled during Thanksgiving week, it will be *online* rather than face-to-face, even though the usual alternation suggest it should be the latter.)

This course and how it helps to meet professional standards for the teaching profession:

Relationship to State Requirements: This course meets the following state standards in Linguistically Diverse Education: Bilingual Education and TESOL:

8.23 (1b, 1c, & 1d; 2c, 2e, 2f, & 2g, 2j).

Relationship to National Association for Bilingual Education (NABE) Teacher Preparation Standards: This course assists students in meeting Standards 3 & 4 of the NABE Teacher Preparation Standards.

This course responds to and meets standards from various learned societies, professional organizations, and accrediting agencies.

Colorado Department of Education (CDE) Performance-Based Standards:

- Standard VIII: Democracy, Educational Governance, and Careers in Teaching
- 8.1 Model and articulate the democratic ideal to students, including the school's role in developing productive citizens; the school's role in teaching and perpetuating the principles of a democratic republic.
- 8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family, and community wellbeing.

Adopted by UNC PTEP

- Standard IX: Diversity
- 9.1 Recognize and understand how students differ from one another.
- 9.2 Create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.

National Council for Accreditation in Teacher Education (NCATE) Standards:

- I.D Professional and Pedagogical Studies for Initial Teacher Preparation
- I.D.1 Candidates complete courses and/or experiences in professional studies in which they acquire and learn knowledge about:
- * the social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;
- I.D.2 Candidates complete courses and/or experiences in pedagogical studies that help develop understanding and use of:
- * different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;
 - * effective interactions with parents for supporting students' learning and well-being;
 - * the opportunity for candidates to reflect on their teaching and its effect on student growth and learning.
- I.E Integrative Studies for Initial Teacher Preparation
- I.E.2 The learning experiences created by teacher candidates build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups, to help all students achieve high levels of learning.

Grading Criteria for Course Assignments

Assignment _____

Points	Content Knowledge	Integration	Reflection	Development	Organization
5	Demonstrates Thorough mastery of topics/issues	Comprehensive integration of course concepts and content into	Excellent consideration of personal/professional reactions to	Full development of main ideas discussed; substantive	Material clearly/ logically presented; shows excellent "audience

	covered	Assignment	course content	support	consideration"
4	Demonstrates mastery pretty well; 1-2 errors in understanding of topics/issues covered	Fairly thorough Integration of course concepts/ content into assignment	Good consideration of reactions; extend reflections in more directions	Main ideas fairly well developed; limited incompleteness of thoughts	Mostly well laid out; one or two links between sections seem to be missing
3	Demonstrates uneven understanding; review notes, readings	Spotty, uneven integration of course concepts into assignment	Spotty, uneven consideration of reactions; let's see more of <i>you</i> here!	Occasional lack of substance; ideas need further support	Main ideas don't appear logically connected; links missing.
2	Evidence of substantial misunderstandings throughout work; let's talk!	Considerable work yet to be done to integrate content into assignment	Very limited consideration of reactions; take more time to take stock of these	Significant lack of depth in treatment; key ideas randomly poorly supported	Major problems in Organization; "audience consideration" nearly absent
1	Reread/ask ?'s	Little or none	None evident	Not developed	Not evident

Sub-totals _____

Comments:

Note: to calculate your grade for this assignment, add together your four highest scores from the columns above, then calculate this sum as a percentage of 20 possible points. Multiply this percentage by the total points possible for this assignment as indicated on the syllabus, and you will know your final point total toward your grade. *(Please note that a rating in each column may not be appropriate for every assignment.)*

Example: If this assignment is worth 15% of your grade, and if you earned 5, 4, 3, 4, & 5 points respectively in each of the columns above, you would first add 5+4+4+5 (dropping the 3, your lowest score), which equals 18. Since $18/20=90\%$, you would get 90% of the 15 points possible for this assignment, or 13.5 points. *Please be assured that grading is subject to discussion between us if you are not satisfied with the initial evaluation, and that assignments can be resubmitted for reevaluation after you rework them.*

Grade calculation for this assignment:

tgriggs/grading rubric.8/09