

*Bank Street College of Education-Graduate School*

*EDUC 505 Language Acquisition and Learning in a Linguistically Diverse Society*  
**Spring 2016** 2 Credit Course No pre-requisites

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**Course Description:**

Based on the belief that language is an essential foundation for the learning that takes place in formal and informal education, this course will deepen your understanding of language development in monolingual and multilingual children, in terms of their expressive and receptive linguistic abilities at different stages. A significant part of the course will deal with the ways in which a second language is learned and the strategies that teachers can use to help their students learn and practice a new language. Many students in English monolingual classrooms are emergent bilinguals as they learn English as a second language. Therefore, emphasis will be given to concrete suggestions on how to fully integrate them into our classrooms and support their language development enhancing ALL students' language growth, including language strugglers in their English as a native language. In addition, the political, educational, social, and emotional aspects surrounding the stratification of languages and dialects will be discussed. The roles that caregivers play in their children's development of first and second languages will also be examined.

**Why study language and language acquisition and learning?**

Language makes us characteristically human. We can get to know and understand ourselves even more by understanding the miraculous linguistic systems that play such a fundamental role in our lives and that allow us to communicate with ourselves and the world around us.

By understanding the stages of human language acquisition and learning objectively, we, as teachers, will be able to understand the nature of the thing being taught and learned by our students.

By looking at the intertwined systems of language (phonology, morphology, syntax, semantics, pragmatics, and discourse) and the processes of acquiring these systems, we, as teachers, who deal with issues so intimately interwoven with language, can better understand our students' learning and reflect more critically on specific areas for language growth and development that can be supported in the classroom by looking at how we plan lessons thinking about our use of language (teacher talk) and the opportunities for practice we give to students (student talk).

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## Course Goals:

By the end of the semester it is anticipated that:

1. Students will be able to reflect on the acquisition of their own language skills and articulate connections to their personal successes and difficulties as learners and as teachers.
2. Students will be able to articulate the stages of first language and bilingual language development. They will understand the similarities and differences present in the acquisition of first and second (or subsequent) languages.
3. Students will understand the role that caregivers and teachers play in children's monolingual, bidialectal, and bilingual language development.
4. Students will understand the social and political forces that determine the status and use of dialects and languages.
5. Students will be able to discuss first language development, bilingual language development, and diversity and apply this understanding to school learning.
6. Students will be able to identify instructional practices that benefit monolingual, bidialectal, and bilingual children's language development as well as those who have language development differences.
7. Students will understand the importance of and ways to collaborate with parents, colleagues, specialists, administrators, and interpreters to fully serve the needs of *all* the children in their classrooms.
8. Students will become familiar with the Common Core Standards including its Language Standards and Listening and Speaking Standards.
9. Students will use terminology related to language development, bilingual language development, and diversity in discussions and written work.
10. Students will deepen their knowledge about language and *become language aware!*

## Teacher Education Standards:

Bank Street College's graduate courses seek to address the standards established by the following Specialized Professional Associations (SPAs) in the preparation of teachers and school leaders:

- Association for Childhood Education International (ACEI)
- Educational Leadership Constituent Council (ELCC)
- International Reading Association (IRA)
- National Association for the Education of Young Children (NAEYC)

The specific SPA standards addressed by this course are indicated below by number. The definitions for each can be found on the Bank Street website.

ACEI 1.0 ACEI 2.1 ACEI 3.1 ACEI 3.2  
ACEI 3.3 ACEI 3.4 ACEI 3.5 ACEI 4.0 ACEI 5.1 ACEI 5.2

NAEYC 1 NAEYC 2 NAEYC 4 NAEYC 5

## **Required Textbooks:**

### ***For early childhood and childhood\*:***

**Tabors, P. (2008).** *One child, two languages: A guide for preschool educators of children learning English as a second language.* Baltimore: Brookes Publishing.

### ***For childhood\* and adolescence:***

**Freeman, D. & Freeman, Y. (2002).** *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners.* Portsmouth, NH: Heinemann.

\*Childhood teachers can choose either one of the required textbooks.

## **Readings:**

Readings from the required textbooks as well as web readings listed by session in the Google Folder are the basis for our discussions and activities for each session. Optional readings are listed in a separate document "Recommended readings." If you want to read more theoretical articles, you can search the library website on your own or with the help of the librarian. If you have any doubts about the appropriateness of the article, you can run it by me by emailing me the link.

Classroom lectures and discussions are not intended to parallel directly the material in the readings. You are nevertheless responsible for all the assigned readings.

All books can be purchased at: <http://bankstreet.textbookx.com/>. Articles and books are available at the Bank Street library (5<sup>th</sup> Floor). Some articles are on-line and can be retrieved without charge through the databases off of the Bank Street Library home page or the web.

## **Notice: Classroom Guideline Alert!**

The School for Children has asked our help in leaving classrooms in the state they are found: ALL FOOD OR SNACKS BROUGHT INTO THE CLASSROOM SHOULD BE TAKEN WITH YOU AT THE END OF THE SESSION. All your help in this matter is greatly appreciated!

Avoid nut products since many children are allergic and can have an adverse reaction just by your bringing any nut product into the classroom.

## **General course requirements:**

Student overall assessment will be based on:

- Attendance and punctuality;
- The student's overall attitude to learning and thoughtful and engaged class participation that demonstrates the student has read and reflected upon the readings and has made connections to classroom and life experiences;
- Small group work;
- The quality of written assignments; and
- Inclusion of readings from the bibliography and web searches, and feedback from peers and instructor.

## **Written assignments:**

Assignments will be judged based on: clarity, organization, use of standard spelling, grammar and punctuation, integration of theory, depth of analysis, evidence of readings, and extent to which all parts of the assignment are addressed.

- Please note that all the assignments must follow APA style. Check for guidelines at: <http://owl.english.purdue.edu/owl/resource/560/01/>
- All pages should be numbered.
- Please, double spaced and use font size 12
- The following heading should be on the first page of each assignment:

Student's name  
EDUC 505 Section  
Fall/Spring/Summer Year  
Date  
Assignment #

## **Suggested Writing Guides:**

Bank Street's Guide to Academic Writing (Free publication available in the 6<sup>th</sup> floor Graduate Suite) *Publication Manual of the American Psychological Association* (2002). 5<sup>th</sup> Edition.

*The administration has asked that the faculty be consistent in holding students to a high standard of writing in: content, form, and academic protocols. To this end they have asked us to have our students submit work that reflects deep understanding of content, uses proper citation formats, and is up to a high standard of English usage (spelling, grammar, and clarity). Please review your work accordingly. We will return a paper that has not been proofread or does not follow the guidelines in the Students' Handbook.*

**Grades:**

Students at Bank Street College are expected to complete all the work required for the course by the end of the term. To receive credit for the course, students must complete all requirements by the dates set by the instructor. Students may receive a grade from A (Excellent) to C- (Very poor). Students must achieve and maintain a minimum of a B (3.0) grade point average to remain in good academic standing. Please, check the Graduate School catalogue for more information on the grading system and policy at Bank Street College.

**Grading Rubric:**

The following rubric can serve as a general guide of what it is expected from student work:

4 (Went the extra mile)	3(good solid work)	2(could have gone further)	1(Really needs more attention)
Student responds to <b>all</b> aspects of the assignment in an exemplary manner demonstrating the ability to be self-reflective and make connections beyond those specified through classroom activities and assignments.	Student responds to <b>most</b> aspects of the assignment competently.	Student responds to <b>some</b> aspects of the assignment adequately or with minimal difficulties.	Student fails to respond to at least some significant aspects of the assignment. Difficulties are noted in multiple areas.

**Late Work:**

Late work will be accepted in exceptional circumstances. Please email me as soon as you know you will not be able to finish the assignment by the time is due. I understand that we are all under a lot of pressure juggling home, work, and graduate studies. However, it is important to plan ahead to budget your time accordingly and be able to meet deadlines.

**Incompletes:**

There will be no incompletes given in this course except in the case of serious illness or emergency and unless the student has completed satisfactory work to date.

**Professionalism:**

As part of your learning, we encourage every student to be open to new ideas even if they go against beliefs that have been part of your life up to this point. Being a professional entails academic freedom and the discussion of new ideas.

**Academic dishonesty:**

As indicated in the Bank Street Student Handbook, academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the Graduate School's educational mission and the student's personal and intellectual growth. Bank Street students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned.

**Graduate students with disabilities:**

Bank Street has both a legal obligation and a philosophical commitment to making reasonable accommodations in order to meet the needs of students with learning or other disabilities. If you have any learning needs that I should know about, please make a point of speaking with me early in the semester. Bank Street College complies with the ADA and has a Disabilities Student Office. If you are not registered, please stop by Room 602 to register for support services, or call: Val Burr, Coordinator of the Disabilities Student Office, at (212) 875-4791 or email her at [vburr@bankstreet.edu](mailto:vburr@bankstreet.edu) to make an appointment.

***Attendance, punctuality, overall attitude to learning, class engagement, and participation  
(10% of grade)***

**Attendance:**

We look forward to your attendance in all sessions. If you must be absent, please inform me in advance if possible by email to [lcosta@bankstreet.edu](mailto:lcosta@bankstreet.edu) or by calling (212) 875-4689. If you have more than one absence, you may be asked to complete additional assignments to make up for missed work. Excessive lateness and/or absence will impact your grade. More than two absences can jeopardize course credit.

***Religious observance:*** The College respects individuals' religious observances. If you are unable to make any class session because of religious observance, please notify us by the first class session so that an alternative means can be identified for fulfilling missed class material and course assignments.

**In-class Participation:**

We expect that you will interact in class with your peers and us in a professional, thoughtful, manner and with a positive attitude towards learning. This includes your ability to participate in both small and large group discussions in a balanced manner. We seek to create a "safe place" where all voices are heard and respected. By balanced, we refer to the fact that some of you will need to stretch yourselves to find your voice, while others may need to modulate your enthusiasm and make room for less assertive or verbal peers. Please always be mindful of the classroom air space.

If at any time during the semester you are confused, concerned, or need support with regard to assignments, readings, or class content we encourage you to contact us through email, phone, or in person so that we can problem solve with you. *We are always available!*



<p><i>Assignment #1 (30%)</i> <b>Reading Groups</b></p>
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**Purpose:**

The purpose of the reading groups is for you to go deeper into the readings and immerse yourself in the subject matter. The readings will provide the information needed to write part of your final project as well. The introduction and conclusion of the final project have to include in-text citations and connections to the readings that support your final project.

**Structure:**

Reading groups of 4 or 5 will be created to discuss the readings. We will experiment with various forms of reading discussions: facilitated groups, snowballing, and jig saw.

In facilitated discussions there will be two roles in the reading groups: a facilitator and discussants.

**Role of facilitator:**

A rotating member from each group will facilitate the discussion of the main ideas from the required readings beginning in **Session 4**. It will be the responsibility of the group to know who is facilitating at each of the 6 required sessions. We will give you time to discuss the distribution of roles on the third class session.

**Facilitator Handout:**

The facilitator spurs the conversation along through probing questions or other stimuli represented or summarized in a handout explaining how the activity was used. We encourage the facilitator to be creative using multiple ways of representing the understandings of the material: It can be in the form of a graph, a chart, an anecdote, a video clip, a game, a cartoon, etc.

As you plan how to set up the discussion with your group, have the following guidelines in mind:

- Frame the beginning of the facilitation of the discussion of the reading(s) as a specific question, commentary on your sudden awareness about something related to language and communication in you, in your students, or someone around you with an example, a vignette; a simulation, etc.
- Be creative tapping multiple intelligences.
- Some useful websites for graphic organizers:

[http://edhelper.com/teachers/graphic\\_organizers.htm](http://edhelper.com/teachers/graphic_organizers.htm)  
[www.thinkingmaps.com](http://www.thinkingmaps.com)

- During the discussion think of ways the concepts discussed can be applied to your teaching or to any aspect of your life.
- Be concrete and support your ideas with specific details.
- Most of all think of the implications for your roles as teachers.

### **Role of Discussants:**

The rest of the members of the group will be ready to participate in the discussion having done the readings and a reading response.

### **Reading responses:**

The discussants will bring in a response to the readings with one or two text to self, text to the world, or text-to-text connections so they can be shared during the conversation. A graphic organizer that represents the most important take-aways for you from the readings can also be done! Include the articles and websites that were used as the basis of the response using APA style. The length can be from one page to two pages. The most important is that there are connections to the text and knowledge learned!

These responses to the readings as well as the facilitator handouts will be handed in after the reading discussion in class. When the facilitator creates the handout, he/she does NOT have to do a reading response.

The reading responses will not be returned. Keep a copy so you can start writing your philosophy of teaching and learning as part of your final project. Ongoing drafts of your project will be for in class discussion so you can share it with a partner. The final project also requires 7-10 references that can be taken from the readings. We will send you an email twice during the semester using the grading rubric as a reference on how you are doing in your assignments and reading responses.

*Assignment #2 (30%)*  
**Language Development Story and Responses to Peers**  
**Part A: Due Session 4 in mybankstreet Forum**  
**Part B: Due Session 6 in mybankstreet Forum**

**Task for Assignment 2 Part A: Your language development story**

Write a personal reflection on your own language development story using some of the guiding questions that appear below in an *integrated* way within the text. These questions may overlap. Just use them to guide your thinking about your language development and pick and choose depending on the perspective you want to present.

Session readings will help you think about this topic as you plan and write the story on your language development. Brainstorm and organize your ideas prior to drafting. This will help you present your ideas in a synthesized manner without writing about your language development in a way that reads like a “list” of responses to these questions. Continue developing your story over the next sessions and refer to some of the class readings or your own personal readings if appropriate to the topic.

Use the checklist that appears after the guiding questions as a guide to the expectations for this assignment. When you are finished, post your story on your language development in the Forums in mybankstreet.

*Guiding questions for conversation and writing of your language development story:*

- Where have you lived? What are your parents’ and grandparents’ (great-grandparents’, etc) language backgrounds? What was/is your cultural/linguistic, ethnic, and class background? How does this background influence your language?
- What language/s dialect/s do you speak/understand/read/write?
- How might you describe your dialect/accent?
- How do you think you learned language? Are you aware of how you developed and modified your language abilities with regard to grammar, choice of words, appropriateness of language use? Describe your recollections. Consider your development in areas of listening, speaking, reading, and writing as you respond. (You may ask your caregiver some of this information, but only after you have tried to remember some of this yourself.)
- Who were your most significant teachers?
- What was the role of your parents and family members in your language development? What role did your peers play in the development of your language?
- What role have teachers played in your development of language?
- Were there other influences, in addition to the above, in your language development?
- What role has language played in your life? What are possible ways in which you language abilities affected your learning in school? Outside of school? Why?

Consider and include any experiences you may have concerning languages and dialects other than “Standard English.”

- As an adult communicator, what mode(s) or combinations of communication modalities (e.g. auditory, visual, non-verbal, oral, graphomotor) do you prefer? Do you know why you have these preferences?
- What have you noticed about your own use of language? Think about your use of personal language at home/outside of home; and/or professional language with co-teachers, your principal, your professors, etc.; and/or "teacher language" with parents/families, and/or students; and/or other language use. Think about past and/or present use, biases, preferences, omissions, tone, pace, etc.
- What are some of YOUR ideas, assumptions, and values about language/dialect acquisition, learning, and use? How did you develop these ideas, assumptions, values, etc.,- home, school, peers, etc.?
- What biases do you think you have regarding languages, language acquisition, learning, and language use? Have others been biased against you because of the language/s or/and dialect/s that you speak or the accent that you have?
- What are the implications of your reflections about your personal language development on your role as caregiver and/or teacher in facilitating children’s language development?
- Reflect on how this assignment affected you and why. Try to be as open and thoughtful as you can.
- Integrate at least two relevant readings that have helped you think about your own language development. Use the ones in the required or recommended readings or one of your own.
- Please cite them at the end in a bibliography format. Use **APA format**.
- Estimated number of pages: 2-3.

### **Task for Assignment 2 Part B: Responses to classmates' stories in the Mybankstreet Forum**

- Write to two or three classmates and post your responses on our course website EDUC 505 on the Forum.
- Respond to your classmates about her/his language development. Respond to the use of language, to the similarities and differences in his or her language development to your language development, what meaning her/his overall reflection has for you, etc.
- Please cite any relevant readings, if appropriate, using **APA format**.
- Estimated number of pages: not more than one page.
- Use the checklist below to comment on your classmates’ reflections.

**Checklist for Assignment #2 Parts A and B:**

	<b>Criteria</b>
<b>Description/ Reflection</b>	Identification and reflection on the acquired or learned language(s) or dialect(s) by including background information and primary influences through personal anecdotes and examples.
	The reader has an opportunity to connect to the experiences described by the way information is shared.
	There is evidence of metalinguistic awareness by making connections to the role of language.
	The language development story has implications to teaching and learning.
<b>Organization</b>	Material is presented in an enjoyable, coherent, and organized way.
<b>Mechanics</b>	Clear, concise, professional writing style with use of conventional grammar, spelling & punctuation.
<b>References</b>	At least 2-3 sources using APA format.

***Mid Course Self-Assessment***  
**Due: By Session 7 by email**

**Purpose:**

In order to make this class most beneficial for you as a learner and so that we may improve the quality of the course, we would like to hear from you about the areas below.

We want to incorporate your suggestions, ideas, and learning styles into each of the sessions and the course itself. Our goal is to make the course experience most beneficial to you.

**Task:**

- Self-assess your progress in this course. Consider the assignments, readings, class discussions, small group and pair work, and personal goals.
- Comment on the content of a class and the way in which that particular class session worked for you or didn't work for you as a learner.
- Give an opinion on the appropriateness of the chosen readings to meet your needs.

**Assignment #3 (30%)**  
**Language Awareness in our Educational Communities**

**Final Draft due: on last session for group presentations**  
**Final Project DUE: 1 day after last class in Drop Box**

*Please cite at least 7-10 relevant readings using APA format.*  
*Estimated length: 8-12 pages dependent on the format chosen for the project*

**Purpose:**

The purpose of this assignment is to give you the opportunity to choose an area of interest in language about which to build awareness in your current or future educational community.

*Essential question: What aspect of language acquisition in education has impacted you in this class or your personal experience that you would like to consider in greater depth and share with other educators, parents, or students?*

**Task:**

Create an application for the knowledge you have gained. For example, you might prepare a professional development session, plan a meeting with parents about using their first language at home, e.g.; prepare an activity for students to become more aware of language, analyze a student's language sample to make recommendations for further language development, etc. You may consider a brochure, a handout, a poster, a short presentation (power point or other), a game, demonstration, etc.

Possible topics:

- *Social and academic language (BICS and CALP)*
- *First language development*
- *Second language development and ELLs*
- *“Planning for language” for all students- language objectives, language functions and structures*
- *Lesson planning for diverse learners*
- *Bilingual education, Dual Language education*
- *A particular language difficulty and implications for teachers and/or parents (ex:*

*deafness, language delays, etc.)*

- *Dialects and Standard English*
- *Assessing students' oral and written language*
- *Communicating with and involving parents of ELLs*

*\*You may also discuss other topic ideas with us.*

**Suggestions:**

- You might need to do research beyond the required texts. Check the list of suggested readings and then me if you need more guidance.
- Explain why this topic is important to you and relevant to your educational community.
- Describe the setting in which you imagine presenting this information.
- Reflect on the knowledge you gained while researching your chosen topic and discuss the implications and applications for your work as an educator.
- Cite 7-10 sources in a bibliography following APA guidelines.

**Checklist for Assignment #3**

	<b>Criteria</b>
<b><i>Rationale/description/reflection</i></b>	<i>Explains the importance and relevance of this topic to your educational community clearly and comprehensively.</i>
	<i>The setting envisioned for this resource was sufficiently described.</i>
	<i>Includes a reflection on the knowledge gained through the project and the implications and applications to our work as educators. Includes any feedback from the group presentation.</i>
<b><i>Resource</i></b>	<i>Sufficient research has been conducted to address the topic with an appropriate level of detail.</i>
	<i>The content of the resource is well developed, practical, and coherent.</i>
	<i>The presentation of the resource is appropriate, professional, and engaging.</i>
<b><i>References</i></b>	<i>At least 7-10 sources using APA format.</i>

### Assignments Due Dates Overview

Date	Session	Assignment(s)
1/27/2016	2	<ul style="list-style-type: none"> <li>• 4 Web readings of your choice for snowballing discussion</li> </ul>
2/03/2016	3	<ul style="list-style-type: none"> <li>• Jig saw discussion on chapter from McCabe &amp; Bliss</li> <li>• 2/3 Web readings of your choice</li> </ul>
2/10/2016	4	<ul style="list-style-type: none"> <li>• <b>Part A of Assignment # 2: Forum Posting of language development story</b></li> <li>• <b>Reading Response or Facilitator Handout</b></li> <li>• 3 Web readings of your choice</li> </ul>
2/17/2016	5	<ul style="list-style-type: none"> <li>• <b>Reading Response or Facilitator Handout</b></li> <li>• Textbook and 2 Web readings of your choice</li> </ul>
2/24/2016	6	<ul style="list-style-type: none"> <li>• <b>Part B of Assignment # 2: Forum Posting of language development story</b></li> <li>• <b>Reading Response or Facilitator Handout</b></li> <li>• Textbook and 2 Web readings of your choice</li> </ul>
3/02/2016	7	<ul style="list-style-type: none"> <li>• Mid-Term Self-Assessment</li> <li>• <b>Reading Response or Facilitator Handout</b></li> <li>• Textbook and 2 Web readings of your choice</li> </ul>
3/09/2016	8	<ul style="list-style-type: none"> <li>• Topic for final project</li> <li>• <b>Reading Response or Facilitator Handout</b></li> <li>• Textbook and 2 Web readings of your choice</li> </ul>
3/16/2016	9	<ul style="list-style-type: none"> <li>• Resources/references for final project</li> <li>• Prepare for jig saw discussion on chapter from Levine</li> <li>• 1 required Web and 2 other Web readings of your choice</li> </ul>
3/23/2016	10	<ul style="list-style-type: none"> <li>• Essential question(s) in final project</li> <li>• <b>Reading Response or Facilitator Handout</b></li> <li>• Textbook and 2 Web readings of your choice</li> </ul>
4/06/2016	11	<ul style="list-style-type: none"> <li>• First draft of final project</li> <li>• Textbook and 2 Web readings of your choice for snowballing discussion</li> </ul>
		<ul style="list-style-type: none"> <li>• Revised draft of final project</li> </ul>



4/13/2016	12	<ul style="list-style-type: none"> <li>• Be prepared for a jigsaw discussion on Wong Fillmore's reading</li> <li>• 2/3 Web readings of your choice</li> </ul>
4/20/2016	13	<ul style="list-style-type: none"> <li>• Final draft of final project</li> <li>• Textbook and 2 Web readings of your choice for snowballing discussion</li> </ul>
4/27/2016	14	<ul style="list-style-type: none"> <li>• <b>Final Project Presentation</b></li> </ul>
5/04/2016 or before		<ul style="list-style-type: none"> <li>• <b>Final Project Post on mybankstreet Drop-Box</b></li> </ul>

**\*Assignments in bold are those that will be graded. All others are required but ungraded.**

**Final Grades** will be weighed as follows:

<b>Assignments</b>	<b>Percentage</b>
Assignment #1 Reading Responses and Facilitator Handouts	30%
Assignment #2 Language Development Story and Responses to Peers	30%
Assignment # 3 Final Project	30%
Attendance, deportment, and participation	10%
Total	100%

# Course Calendar

<p style="text-align: center;"><b>Session 1: Wednesday, January 20, 2016</b> <b>Introductions</b> <b>Overview of Scope, Sequence, and Expectations</b> <b>Telling our Stories</b></p>
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The following *guiding questions* are a support and a guide for your readings and participation in class discussions:

- What is our language background? What have been our language learning experiences?
- Overview of the course
- Telling our story
- What do you know, think you know, and want to know about language and language development?
- Why is it important for teachers to know about language and language development?

<p style="text-align: center;"><b>Session 2: January 27, 2016</b> <b>Language Diversity: Language, Culture, and Identity</b> <b>Beginning to learn terms to describe language</b></p>
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*Due today for group discussion: Be prepared to share your connections to the readings in a snowballing group discussion*

### **Guiding questions for your readings:**

The following *guiding questions* at the beginning of each session are a support and a guide for your readings and participation in class discussions.

- What is dialect? How do I speak? Why?
- Is language connected to identity?
- What are the controversial issues surrounding dialects?
- What are our perceptions of dialects?
- What do we know about language variation in English? Do social and geographical variations affect meaning?
- What are the variables that impact the creation of dialects?
- What are the components of language that are used to describe it and deconstruct it?

### **Required Web Readings:**

Using the guiding questions above, read, watch, and listen to at least 4 websites that will help you understand the nature of dialects and to realize how they impact language development and variation. These readings are available in the Google Folder by the session number. You can also search for other web readings through the library website. Meet with the librarian to help you with the search. This is an option that applies throughout the sessions.

***Optional assignment:***

***Supplement with a text reading of your choice by going to the Syllabus in the Google Folder and looking for Recommended Readings.***

<p style="text-align: center;"><b>Session 3: February 3, 2016</b> <b>Oral Traditions: Telling stories</b> <b>Continue to learn and apply terms</b></p>
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***Due today for jigsaw group discussion: One of the chapters from McCabe & Bliss (See below) available on the Google Share files***

**Guiding Questions:**

- How can I describe my own language?
- How can we describe a child's language using non-judgmental statements?
- What does our students' language use tell us about their linguistic background and proficiency?
- How can we as teachers observe and describe the language of students in order to be able to appreciate the wide range of linguistic resources that students bring to school?
- What are the culturally-based characteristics of children's narratives?
- How can we as educators develop an awareness of the variety of ways in which parents, family members, and/or caregivers use and understand language?

**Required Text Readings:**

***Choose one of the following chapters available on Google Drive and be prepared to discuss it in small groups:***

**a. McCabe, A., & Bliss, L. (2003).** Chapter 3 European American children. In *Patterns of narrative discourse: A multicultural, life span approach* (pp. 33-53). Boston, MA: Allyn & Bacon.

OR

**b. McCabe, A., & Bliss, L. (2003).** Chapter 4 African American children. In *Patterns of narrative discourse: A multicultural, life span approach* (pp. 55-70). Boston, MA: Allyn & Bacon.

OR

c. McCabe, A., & Bliss, L. (2003). Chapter 5 Spanish-speaking American children. In *Patterns of narrative discourse: A multicultural, life span approach* (pp. 73-90). Boston, MA: Allyn & Bacon.

OR

d. McCabe, A., & Bliss, L. (2003). Chapter 6: Asian (Japanese) American children. In *Patterns of narrative discourse: A multicultural, life span approach* (pp. 91-101). Boston, MA: Allyn & Bacon.

**AND**

**Required Web Readings:**

**Read, watch, and listen** to at least 2 websites in the Google Folder that will help you understand dialects, oral traditions and its features using the questions provided and keeping the goals of the session in mind to guide your reading. Feel free to supplement your readings with other web reading, a theoretical article searched through the library website, or from the Recommended Readings list.

<p style="text-align: center;"><b>Session 4: February 17, 2016</b> <b>The first steps in our language awareness</b> <b>Continue to learn terms: Content, Form, and Use</b></p>
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*Due today for group discussion: Reading response or facilitator handout*  
*Due today on mybankstreet Forum: Assignment #2 Part A*

**Guiding questions:**

- Who are the students in this graduate classroom? What are our language backgrounds?
- Who are the students in my classroom? What are their language backgrounds? Do I know? Do I need to find out?
- What does our students' language use tell us about their social and academic development?
- Understanding my students' experience in school: What is meant by BICS and CALP?
- How do language demands of schools and other settings affect differentially children from a variety of linguistic backgrounds?
- Oral language classroom experiences: How do we use language in the classroom?
- What is language? Speech? Communication? How are they distinct?
- What is meant by *content, form, and use*?
- Language Planning

**Required Web Readings:**

Read, watch, and listen to at least 3 websites in the Google Folder that will help you understand oral language and its features.

**Session 5: February 24, 2016**  
**Oral Language: The foundation for literacy**  
**Continue to Learn and Apply Terms**

*Due today for group discussion: Reading response or facilitator handout*

**Guiding questions:**

- How can we support oral language in the classroom?
- What questions must we ask before making decisions about students' language proficiency?
- Which are the biological foundations of language?
- How do we communicate? Importance of what we say and how we say it: Are we making sense? How can we make our students aware of their use of language and its effects?
- How can we support language, culture and identity?
- Should educators be concerned about the preservation or loss of family languages/dialects?
- How does socialization impact language growth?
- Playing games: A motivation for supporting oral language development

**Required Text Readings:**

**Choose one:**

**Early childhood and Childhood**

**Tabors, P. (2008).** Chapter 9: Assessing the development of second language learners, (pp.143-169). In *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore: Brookes Publishing.

OR

**Childhood and Adolescence**

**Freeman, D., & Freeman, Y. (2002).** Chapter 2: What older English learners need? In *Closing the achievement gap: How to reach limited-formal-schooling and long-term English learners* (pp. 22-47). Portsmouth, NH: Heinemann.

**Required Web Readings:**

Read, watch, and listen to at least 2 websites in the Google Folder that will help you understand oral language and its features.

**Session 6: March 2, 2016**  
**First Language Development**

*Due today for group discussion: Reading reflection or facilitator handout*  
*Due today on mybankstreet Forum: Assignment #2 Part B*

**Guiding questions:**

- What are the typical stages of language development in monolingual children in the early years?
- What are the components of language? How do they develop over time?
- What are the physical, neurological, cognitive, emotional and social bases for typical language development?
- Why do young children learn a language without effort?
- What about language acquisition in exceptional circumstances? What happens when children are not exposed to language?
- What are the theories of first language development?
- What do children's errors tell us about their language acquisition?
- SIOP connection: Parentese as language modeling

**Required Web Readings:**

**Read, watch and listen to at least 2 websites** in the Google Folder that will help you understand the various topics related to first language acquisition.

**AND**

**Required Text Readings:**

**Choose one:**

**Early childhood and Childhood**

**Tabors, P. (2008).** Chapter 1: Introduction (pp. 1-20)

Chapter 2: Two Portraits (pp. 23-36)

OR

**Childhood and Adolescence**

**Freeman, D., & Freeman, Y. (2002).** Introduction. (pp. ix-xiv).

**Session 7: Wednesday, March 9, 2016**

**Multilingual Development**

*Due today for group discussion: Reading response or facilitator handout*

*Due today: Self-Assessment email*

**Guiding questions:**

- What do we know or think we know about multilingual language development? What is our personal experience with second language acquisition?
- What are the typical stages of multilingual language development?
- How is typical bilingual development similar and different from typical monolingual development?
- What are the individual differences in second language learning?
- What do we need to know about emergent bilinguals in our classrooms?

- What are our perceptions of bilingualism and multilingualism?
- SIOP connection: Comprehensible input and meaningful experiences for language learning

**Required Web Readings:**

**Read, watch, and listen to** at least two websites in the Google Folder using the questions provided above to guide your exploration.

**AND**

**Required text readings:**

**Choose one:**

**Early childhood and Childhood**

**Tabors, P. (2008).** Chapter 3: Getting started in a second language (pp. 37-53)  
Chapter 4: Speaking a second language (pp. 55-69)

OR

**Childhood and Adolescence**

**Freeman, D., & Freeman, Y. (2002).** Chapter 1: Older struggling English learners(pp.1-21).

**Session 8: March 16, 2016**  
**Factors and Theories in Second Language Acquisition**

*Due today for group discussion: Reading response or a facilitator handout*

*Due today: Topic for final project*

**Guiding questions:**

- What are the factors that affect second language learning?
- What are the theories of second language acquisition?
- Are there any benefits to biculturalism and bilingualism/ bidialectalism?
- How does cultural and linguistic diversity impact language development, learning and interaction in the school setting?
- How can we purposefully plan for language growth?
- SIOP connection: An overview

**Required Web Readings:**

**Read, watch, and listen to** at least two websites in the Google Folder

**AND**

**Required text readings:**

**Choose one:**

**Early childhood and Childhood**

**Tabors, P. (2008).** Chapter 5: Individual differences in second language learning. (pp.)

OR

**Childhood and Adolescence**

**Freeman, D., & Freeman, Y. (2002).** Chapter 3: Research on effective practices for older English learners. (pp. 48-69).

**Session 9: March 23, 2016**

**Language Development Differences: Supporting all students**

*Due today for jigsaw group discussion: Readings from Levine chapters*

*Due today: Resources for final project for in-class discussion*

**Guiding questions for your readings:**

- What are some characteristics of students with communication and language differences?
- What are the difficulties experienced by students with language-based learning differences?
- How can we support them in school and at home?
- How do we distinguish expressive and receptive language?

**Required Text Readings (Available through ereserves):**

**Levine, M. (2001).** Chapter 4: Phenomena Related to Chronic Misunderstanding. In: *Educational care*. Cambridge, MA: Educational Publishing Services.

OR

**Levine, M. (2001).** Chapter 5: Phenomena related to deficient output. In: *Educational care*. Cambridge, MA: Educational Publishing Services.

**AND**

**Required Web Readings:**

**All Kinds of Minds** *Language Module: Understanding and producing and communicating ideas*

**AND**

**Read, watch and listen** to at least 2 websites in the Google Folder.

**Wednesday, March 30, 2016**

**No Classes**



**Session 10: April 6, 2016  
Language Demands in School**

*Due today for group discussion: Reading response or a facilitator handout*

*Due today: Essential questions in final project for in-class discussion*

**Guiding questions:**

- What are the language demands for students in school?
- How do these demands impact all learners including emergent bilinguals and those with language and communication differences?
- How can we use our understanding of content, form, and use to critically evaluate the language demands of curriculum and instruction in the content areas?
- How might this evaluation shape our language use and content objectives for diverse groups of language learners?
- How do we appropriately use theoretical understandings and assessment results to inform culturally relevant instructional planning?
- How can teachers of diverse learners be successful in their teaching?
- What are some of the cross-cultural implications for the roles of teachers in supporting language development?
- SIOP Connection: Lesson plan framework for supporting language development

**Required Web Readings:**

**Read, watch, and listen** to the following information in at least two websites about supporting linguistically diverse learners in your classrooms available in the Google Folder.

**AND**

**Required Text Readings:**

*Choose one:*

**Early childhood and Childhood**

**Tabors, P. (2008).** Chapter 6: Using communication and classroom organization to support second language learning. (pp. 85-103)

OR

**Childhood and Adolescence**

**Freeman, D., & Freeman, Y. (2002).** Chapter 4: Using themes to develop academic language and content knowledge. (pp. 70-99).

**Session 11: April 13, 2016**  
**Teaching Language through Content**

*Due today for snowballing group discussion: Be prepared to share your connections to the readings.*

*Due today: First draft of final project for in-class discussion*

**Guiding questions:**

- How can we support and achieve the linguistic development of children through the curriculum?
- What are some of the key strategies that support the linguistic development of children?
- What is the importance of learning strategies?
- How can we make appropriate instructional choices?
- What are the implications for caregivers and teachers of the language demands for students in school?
- What questions must we ask before making decisions about the appropriateness of the curriculum to meet our learners' needs? How can we be supportive of our language strugglers?
- How can we use the difference between BICS and CALPS to understand language different or emergent bilingual experience in school?

**Required Web Readings:**

**Read, watch, and/or listen to at least two websites** in the Google Folder about strategies for language development and the inclusion of these strategies in a lesson for diverse learners.

**AND**

**Required Text Readings:**

**Early childhood**

**Tabors, P. (2008).** Chapter 7: Using the curriculum to facilitate second-language learning. (pp. 105-124)

OR

**Childhood and adolescence**

**Freeman, D., & Freeman, Y. (2002).** Chapter 5: Using routines and strategies to scaffold instruction. (pp. 100-131).

**Session 12: April 20, 2016**  
**Language and Literacy Development**  
**Bilingual Schooling**

*Due today for group discussion: Prepare for jigsaw based on Wong-Fillmore (Selected pages will be handed out in class)*

*Due today: Revised draft of final project for in-class discussion*

**Guiding questions:**

- How can teachers be prepared to extend the children’s communicative competence and develop the academic language they need for school?
- Why is it important for teachers to know about language?
- Which are the state and national ESL standards?
- What are the connections between language and literacy?
- Is the task of language acquisition ever complete?
- What are the educational options for second language learners?
- What are some of the controversial issues in bilingual education?
- What are the legal rights of English language learners? What are the accommodations that they are entitled to by law?

**Required Web Readings:**

**Wong-Fillmore, L., & Snow, C. (2000).**

**AND**

**Read, watch, and/or listen** to two websites in the Google Folder.

**Session 13: April 27, 2016**

**Teachers, Families, and Students: Preserving Language, Culture, and Identity**

*Due today for snowballing group discussion: Be prepared to share your connections to the readings.*

*Due today: Final draft of final project for in-class discussion*

**Guiding questions:**

- What are teachers’ and caregivers’ responsibilities in the preservation of home languages and cultures given the implications of the language demands in school and the challenges of being a successful member of society?
- How can emergent bilinguals in successful bilingual programs achieve and maintain their bilingualism?
- What are teachers’ and caregivers’ responsibilities in the preservation of home languages and cultures given the implications of the language demands in school and the challenges of being a successful member of society?
- How do we integrate community resources in order to support language, culture and identity?
- Why and how should teachers establish relationships with schools, families, and communities?
- How can teachers and parents effectively collaborate to advocate for students’ language needs?

**Required Text Readings:**

**Choose one:**

**Early childhood:**

**Tabors, P. (1997).** Chapter 8: Working with parents of second language learners. (pp. 131-149).

OR

**Childhood and adolescence:**

**Freeman, D. & Freeman, Y. (2002).** Chapter 6: Using the four keys to close the achievement gap. (pp. 132-152).

AND

**Required Web Readings:**

**Read, watch, and/or listen to** at least two of the websites in the Google Folder.

<p style="text-align: center;"><b>Session 14: Wednesday May 4, 2016</b> <b>Presentations of Lessons</b> <b>Synthesizing Course Learnings</b></p>
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***Due today: Assignment #4: In-class presentation of your final project (in groups of 3 or 4)***  
***Post on mybankstreet Drop Box by tomorrow: Assignment #4: Complete Final Project.***

*Final questions:*

- Do we feel better prepared to serve emergent bilinguals and language “strugglers” in our classrooms?
- How will this new or enhanced knowledge impact my classroom practice?