Linguistic Theory
Linguistic Theory **TESL 750**

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I. OVERALL COURSE OBJECTIVES

This course focuses on how language functions in the classroom—critical for effectively teaching emergent bilingual learners (i.e., commonly referred to as English language learners; ELLs)—by developing a knowledge on the nature of language and its specific linguistic systems, such as phonology, syntax, semantics, and morphology. The course content also includes an introduction to psycholinguistis and sociolinguistics within the context of U.S. school settings. In this course, students are required to reflect on their language practices in efforts to improve instruction for emergent bilinguals. At the completion of this course, students should be able to:

- Understand relevant approaches to language instruction involving emergent bilingual learners
- Develop an understanding of how variation within an individual as well as across speakers matters according to linguistic theory
- Differentiate between first, second, and bilingual language acquisition.
- Examine the rudiments of linguistic analysis, such as understanding .
  1) the sound system of language and the rules that govern pronunciation;
  2) meaning at the levels of words, phrases, sentences, and larger units of discourse;
  3) rules, principles, and processes that govern sentence structure;
  4) structure of words and parts of words (e.g., stems, root words); and
  5) how language is used for specific purposes in particular contexts (i.e., pragmatics).
- Recognize language and literacy as social practices. That is, emergent bilinguals' language/literacy exposure and use is inextricably bound to situational/cultural contexts.
- Identify misconceptions about language, including aspects relating to language exposure and language ideology.

II. Knowledge Objectives and Learning Standards Addressed in this Course

Objective 1: The learner will be able to understand how historical perspectives within linguistic theory influence policies and practices involving emergent bilingual learners.	**Measurement/Evalution:** Weekly Book Reflections Individual Research Paper

TESOL Standard: 5.a: ESL Research and History	
5.a.1	Demonstrate knowledge of language teaching methods in their historical context.
5.a.2	Demonstrate knowledge of the evolution of laws and policy in the ELS profession.
INTASC Standard 9: Professional Learning and Ethical Practice	
Performance	9(c): Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
Essential Knowledge	9(j): The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners reporting in situations related to possible child abuse).
Critical Dispositions	9(n): The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. 9(o): The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
CEC Standard 1: Foundations	
ICC1K4	Rights and responsibilities of students, parents, teachers and other professionals and schools related to exceptional learning needs.
ICC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
ICC1K8	Historical points of view and contribution of culturally diverse groups.

Objective 2: The learner will understand that emergent bilinguals' language and literacy development is shaped by sociocultural influences and will thus learn about the wide range of behaviors, knowledge, actions, and practices that support emergent bilinguals' successful navigation of their multiply mediated worlds.	**Measurement/Evaluation:** Weekly book reflections Individual Research Paper Book Club Individual Reflection

TESOL Standard 2: Culture as it Affects English Language Learning TESOL Standard 5.b: Partnerships and Advocacy	
2.a	Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL.
2.b	Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.
2.c	Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.
5.b.5	Advocate for ESOL students' access to all available academic resources, including instructional technology.
INTASC Standard 2: Learning Differences **INTASC Standard 9: Professional Learning and Ethical Practice** **INTASC Standard 10: Leadership and Collaboration**	
Performance	2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own

	understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
Essential Knowledge	9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
Critical Dispositions	2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. 9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families

CEC Standard 1: Foundations
CEC Standard 3: Individual Learning Difference
CEC Standard 6: Communication
CEC Standard 10: Collaboration

ICC1K7	Family systems and the role of families in the educational process.
ICC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
ICC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, families, and schooling.
ICC3K4	Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
ICC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.
ICC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Objective 3: The learner will be able to engage in linguistic analysis in order to explore emergent bilinguals' language and literacy skills and further develop their cognitive academic language proficiency based on current levels of performance.	**Measurement/Evaluation:** Weekly Linguistic Analysis Exercises

TESOL Standard 1.a: Language as a System
TESOL Standard 1.b: Language Acquisition and Development
TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction
TESOL Standard 4.b: Language Proficiency Assessment

1.a.1	Demonstrates knowledge of the components of language and language as a system.
1.b.5	Understand and apply knowledge of the role of individual learner variables in the process of learning English.
1.b.2	Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency.
4.b.3	Assess ELLs' language skills and communicative competence using multiple sources of information.

INTASC Standard 1: Learner Development

	INTASC Standard 1: Learner Development **INTASC Standard 2: Learning Differences** **INTASC Standard 4: Content Knowledge** **INTASC Standard 5: Application and Content** **INTASC Standard 6: Assessment** **INTASC Standard 7: Planning for Instruction** **INTASC Standard 8: Instructional Strategies**
Performance	1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. 5(h) The teacher develops and implements supports for learner literacy development across content areas 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

Essential Knowledge	1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
Critical Dispositions	6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

CEC Standard 6: Communication
CEC Standard 8: Assessment

ICC6K1	Effects of cultural and linguistic differences on growth and development
ICC6K2	Characteristics of one's own culture and use of languages and the ways in which these can differ from other cultures and uses of languages.
ICC6S1	Use strategies to support and enhance communications skills of individuals with exceptional learning needs.
ICC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.
ICC8S2	Administer nonbiased formal and informal assessments.

Objective 4: The learner will be able to identify approaches and characteristics for effective language instruction of emergent bilinguals.	**Measurement/Evaluation:** Collaborative Research Paper and Presentation Individual Research Paper

TESOL Standard 1.b: Language Acquisition and Development
TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction

1.b.1	Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
3.b.3	Provide activities and materials that integrate listening, speaking, reading and writing.

INTASC Standard 4: Content Knowledge
INTASC Standard 5: Application and Content

INTASC Standard 7: Planning for Instruction INTASC Standard 8: Instructional Strategies	
Performance	4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners. 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 5(h) The teacher develops and implements supports for learner literacy development across content areas 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
Essential Knowledge	5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
Critical Dispositions	8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction. 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

CEC Standard 4: Instructional Strategies	
ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

III. EXPECTATIONS:

Students will share perspectives on assigned readings, relate topics to their own experiences, and participate in class, small group, paired assignments and field-based activities (e.g., their own school/practicum settings). Please arrive on time and always be prepared to discuss assigned readings.

IV. REQUIRED TEXT/READINGS

Several assigned readings will be available electronically. The following books are required:
1. Brown, S., Attardo, S., & Vigliotti, C. (2014). *Understanding language structure, interaction, and variation: An introduction to applied linguistics and sociolinguistics for non-specialists.* Ann Arbor, Michigan. University of Michigan Press.
2. Razfar, A., & Rumenapp, J. C. (2014). *Applying linguistics in the classroom: A sociocultural approach*. New York: Routledge.
3. Santa Ana, O. (2009). *Tongue-Tied: The lives of multilingual children in public education*. Lanham, Maryland. Rowman & Littlefield Publishers, Inc.

V. OPTIONAL TEXTS/RESOURCES

The following texts **are not required** but may be consulted as an optional resource. Selected assigned readings from these texts will be provided electronically:

1. Center for Applied Linguistics http://www.cal.org/areas-of-impact/english-learners
2. Freeman, D.E., & Freeman, Y.S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar.* Portsmouth, NH: Heinemann.
3. Hoff, E. (2014). *Language development*. Fifth Edition. Belmont, CA: Wadsworth Cengage Learning
4. English Club: Interactive Phonemic Chart https://www.englishclub.com/pronunciation/phonemic-chart-ia.htm
5. Lingorado (Text to IPA phonetic transcription) http://lingorado.com/
6. The Speech Accent Archive (To analyze and compare phonetic charts and language variations) http://accent.gmu.edu/

VI. LEARNING EXPERIENCES:

In these assignments, you will collaborate with peers and also work independently.

A. Book Club – Engaging in a Community of Learners:
Students will read the weekly bookclub chapter(s) from *Tongue-Tied* by Santa Ana and work collaboratively within a team of three or four peers to discuss book content and **weekly reflection questions** (1 point per reflection).

Additionally, you will each write a **3-4 page individual reflection** (not including the title-page), due November 7th (Session 9), on the book focusing on the following subheadings:
- **Initial thoughts** – Initial thoughts about the book.
- **Relevant theories** – Thoughts about how what you have learned may correspond with theories and content from other readings discussed in class.
- **Implications for practice in schools with emergent bilinguals** – Thoughts about implications for your own teaching practice with emergent bilinguals.
- **Recommendations**: Thoughts about what teachers of emergent bilinguals (i.e., ELLs) should know about language use based on the book club readings and discussions.

B. Research Topic Summary + Research Paper:
With your peers, you will each read three articles and prepare **a 1-page collaborative summary (bullets)** of (a) key concepts and (b) implications for teaching emergent bilingual learners. This information will be shared in class during Session 13 (November 28th, 2016). This is a **collaborative summary** and **15-minute class presentation/discussion/powerpoint**.

Additionally, you will independently explore your topic of interest in a research paper of **8 – 10 pages (individual paper)** in APA format (6th edition). Please include a title page and appropriate content headings to organize your paper.

Helpful steps:
Step 1: Select a topic with your peer.
Step 2: Find three – four research articles (scholarly journals, within the last 15 years) related to your topic within the context of language education of emergent bilnguals/ELLs in U.S. schools (e.g., speakers of non-standard English vernaculars are also "English learners."). See end of syllabus for list of topics.
Step 3: Read and critically discuss the articles with your peer.
Step 4: Summarize bulleted points across the journal articles with your peer.
Step 5. Share what you have learned during the final class. (*15 – minute PowerPoint*)
Step 6. Turn in your individual research paper and a copy of your three – four articles during final exam week.

VII. SUMMARY OF ASSIGNMENTS

Assignment	Due Date	Total Points
Research: Collaborative Presentation + 1-Page Bulleted Summary	Session 13	12 points +10 points
Research Topic: Individual Paper 8 – 10 pages, APA	Final Exam Week	40 points

Format, 6th Edition		
Book Club Individual Reflection (3-4 pages)	Session 11	20 points
Weekly Book Club Reflections		8 points
Class Participation		10 points
		Total Points = 100

A:93-100%   A-: 90-92%   B+: 87-89%   B: 83-86%
B-: 80-82%   C+: 77-79%   C: 73-76%

VIII. TESL Linguistic Theory : Topics, Readings, and Written Assignments

Session # & Dates	Class Topics & Activities	Assigned Text Chapters, Articles & Resources (Complete readings before the next class.)	Expectations (Complete before next class)
Session 1	**Course Overview & Required Assignments**		
	Lecture Topic: What is language? -Orientation & Expectations -Observing Language Use -Qualitative Observations Benefits of bilingualism *http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/benefits-of-being-bilingual.pdf* Video: Speaking in Tongues – The History of Language, Episode 1: Let there be words https://www.youtube.com/watch?v=OuUAPVFFCRQ AND: *http://www.youtube.com/watch?v=68rP2-ecPDM*	1. Brown, Attardo, & Vigliotti: Chapter 1- Intro to language; Chapter exercises 2. Razfar & Rumenapp: Chapter 1- Language as Social Practice 3. *Tongue-Tied,* Introduction, Part I: The Child's Struggle Against Silencing – pgs. 10 – 39.	-Begin to look for three articles rel your topic in the context of emerge bilingalism (i.e., English language learning) in school settings.
5	**Labor Day Recess**		
	No Class		-Continue to look for three articles your three research articles to class
Session 2	**Sounds of Language**		
	Lecture Topic: What are the building blocks of language? Video: PBS - The Child's Brain: Syllable from Sound http://www.readingrockets.org/teachers/firstyear/fyt_program/modules/sounds-speech/sounds-speech-intro	1. Brown, Attardo, & Vigliotti: Chapter 2, The Building Blocks of Language; Chapter exercises 2. Razfar & Rumenapp: Chapter 3, Why language sounds different to L2 learners 3. Book Club Reflection 1: *Tongue-Tied,* Part I: The Child's Struggle Against Silencing – pgs. 40 – 83.	-Book Club Reflection 1 Due -Continue to look for three articles to your topic in the context of emer bilingualism (i.e., English language learning) in school settings.
Session 3	**Communicating Meaning**		

	Lecture Topic: How do we use language to communicate? ● Words, sentences, language, and thoughts	1. Brown, Attardo, & Vigliotti: Chapter 3- Communicating Meaning; Chapter exercises 2. Razfar & Rumenapp: Chapter 7, Semantics 3. Wolfram, Carter, & Moriello (2004). Emerging hispanic English: New dialect formation in the American South	-Begin to read research articles and discuss findings (e.g., similarities, differences) with your peer.
Session 4	**Language Variation**		
	Lecture Topic: What are some variations of language use? ● Dialects ● Code-switching/Translanguaging ● Standard Languages	1. Brown, Attardo, & Vigliotti: Chapter 4- Language Variation; Chapter exercises 2. Tamis-LeMonda, Lulu Song, Leavell, Kahana-Kalman, & Yoshikawa (2012). *Ethnic differences in mother-infant language and gestural communications are associated with specific skills in infants.* 3. Pacheco, M. B., & Miller, M. E. (2015). Making meaning through translanguaging in the literacy classroom. 4. García et al. (2003). The translanguaging of Latino kindergartners. 5. Book Club Reflection 2: Tongue-Tied, Part II: The History of Silencing Children – pgs. 85-107.	-Book Club Reflection 2 Due -Continue to read and discuss artic[...] related to research paper topic.
Session 5	**Language and Social Groups**		
	Lecture Topic: How does language reflect ones social group and class? ● Register ● Slang ● Language and Identity	1. Brown, Attardo, & Vigliotti: Chapter 5- Language and Social Groups; Chapter exercises 2. Razfar & Rumenapp: Chapter 13- Language and Identity 3. Book Club Reflection 3: *Tongue-Tied,* Part III: The Potential and Vulnerability of Multi-lingual Children – pgs. 109 – 133.	-Book Club Reflection 3 Due -Meet with peer to begin to plan presentation and individual researc[...] papers.
Session 6	**Multilingualism**		
	Lecture Topic: What is multilingualism? ● Language and Power ● Bilingualism	1. Brown, Attardo, & Vigliotti: Chapter 6- Multilingualism; Chapter exercises 2. Razfar & Rumenapp: Chapter 9- Language learning 3. Book Club Reflection 4: Tongue-Tied, Part III: The Potential and Vulnerability of Multi-lingual Children – pgs. 152 – 161; 197 – 221.	-Book Club Reflection 4 Due -Begin to write individual paper. -Review the grading rubric.
Session 7	**English Grammar**		

	Lecture Topics: What are the characteristics of English grammar?	1. Brown, Attardo, & Vigliotti: Chapter 12- English Grammar; Chapter exercises 3. Razfar & Rumenapp: Chapter 5-Syntax: English learners building sentences 4. Book Club Reflection 5: *Tongue-Tied,* Part III, The Potential and Vulnerability of Multi-lingual Children – pgs. 134 – 151 & Part V, Excellent and Neglect in the Schooling of Multilingual Children, pgs. 236-250. 5. Freeman, D.E., & Freeman, Y.S. (2014). *Essential* Linguistics: Chapter 10/Implications from Syntax for Teaching a Second Language and Teaching Reading	-Book Club Reflection 5 Due -Continue to write research paper. -Review the grading rubric.
Session 8	**Morphology**		
	Lecture topic: How to help EBs understand and build on word parts	1. Brown Attardo, & Vigliotti: Chapter 8, Building words with English learners 2. Kieffer & Lesaux (2007) Breaking down words to build meaning 3. Hickey & Lewis (2013) The Common Core, English learners, and Morphology 101 4. Book Club Reflection 6: *Tongue-Tied,* Part IV, Mother Tongue – pgs. 163-193.	-Book Club Reflection 6 Due -Continue to write research paper. -Review the grading rubric.
Session 9	**African American English Vernacular & Language Ideologies**		
	Lecture Topics: What is African American Vernacular English? ● Origin of AAVE ● Characteristics of AAVE	1. Razfar & Rumenapp: Chapter 14- Language Ideologies 2. Brown, Attardo, & Vigliotti: Chapter 7- African-American Vernacular English; Chapter Exercises 3. Craig, H. K. & Washington, J. (2006). *Malik Goes to School*. Chapter 1/Who is Malik?; Chapter 2/ An Overview of Research on Child AAE; Chapter 4/Features of Child AAE 4. Book Club Reflection 7: *Tongue-Tied,* Part V, Excellence and Neglect in the Schooling of Multilingual Children, pgs. 195 – 250.	-Book Club Reflection 7 Due -Continue to write research paper. -Review the grading rubric.
Session 10	**First Language Acquisition**		
	Lecture Topic: How do we learn our native tongue? ● Theories ● Bilingual Acquisition ● Atypical language	1. Brown, Attardo, & Vigliotti: Chapter 9- First language acquisition 2. Yoshida, H. (2008). The cognitive consequences of early bilingualism, *Zero to Three,70,* 26-30.	-Book Club Reflection 8 Due -Continue to write research paper. -Review the grading rubric. -Continue to summarize key bullet points with peer.

	development	3. Kovelman, I., Baker, S.A., & Petitto, L.A. (2008). Age of first bilingual language exposure as a new window into bilingual reading development. *Bilingualism: Language and Cognition, 11,* 203- 223, 4. Book Club Reflection 8: *Tongue-Tied*, pgs. 251-288.	-Begin to develop collaborative po point presentation.
Session 11	**Second and Bilingual Language Acquisition**		
	Lecture Topic: What do learners bring to a second language?	1. Brown, Attardo, & Vigliotti: Chapter 10- Second Language Aquisition 2. Razfar & Rumenapp: Chapter 2- Neurolinguistics 4. Kuhl, P. (2011). Early language learning and literacy: Neuroscience implications for education. *Mind, Brain, and Education, 5,* 128- 142.	-Book Club Reflection Paper: Fina reflection paper due. -Continue to write research paper. -Review the grading rubric. -Continue to summarize key bullet points with peer. -Continue to develop collaborative point presentation.
Session 12	**Historical Linguistics**		
	Lecture Topic: What is the history of English?	1. Brown, Attardo, & Vigliotti: Chapter 11- Historical Linguistics 2. Razfar & Rumenapp: Chapter 8- Written language 3. Class Forum: Book Club Reflection/Cumulative Discussion	**-**Finalize first draft of research pap -Review the grading rubric. -Continue to summarize key bullet points with peer. -Continue to develop collaborative point presentation.
Session 13	**Class Forum: Presentations**		
	Class Forum: Discussion on research findings	Collaborative research presentations +feedback. Distribute bulleted summary on research topic.	-Collaborative Research Summary -Complete research paper, incorpo feedback from peers and instructor -Review the grading rubric. -Bulleted summary on research top due.
	Preparation of Final Paper		
	Preparation of the Final Research Paper	**No class**	
	Final Exam		
			Final Research Paper is due

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

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Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are "reasonable" in promoting the equal access of a student reporting a disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this "Academic Accommodation Plan." If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links

for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Collection of Student Assignments
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state professional conference presentations and scholarly publications or reports of College of Education programs. Names and other identifying elements of all assignments will be removed before being included in any presentation, publication, or report. Students who do not wish their work to be used for these purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the Scholarly Activities of the College of Education are appreciated.

Research Librarian -- Students may consult with a librarian on research needs. For this class, the Subject Librarian for Education is Samantha Godbey (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask question at https://www.library.unlv.edu/

Example Research Summary Topics on Emergent Bilinguals

Language Policies in the U.S.	Language and Literacy as Social Practice
Other Englishes: African American Vernacular OR Another form of Non-standard English Vernacular	Language and Social Class
Language and Gender	Communicating Meaning
Neuro-science and Second Language Acquisition	
Theories associated with bilingualism	
Dynamic bilingualism, plurilingualism, and translanguaging	

Book Club Reflection Grading Matrix (20 points)

Criterion			
1. Clearly summarizes the initial thoughts related to text.	Clearly summarizes initial thoughts about the book and if and how those thoughts might have changed during the course. Provides sufficient details. **4 – 5 points**	<u>Partially</u> summarizes initial thoughts about the book without discussing if those reflections changed or remained constant. Summary contains <u>minimal details.</u> **3 points**	Does not summarize initial reflections or thoughts related to the book. **0 - 2 points**
2. Summarizes relevant theories that support key concepts from the text related to emergent bilingual second or native language learning or loss or academic learning in general.	Clearly synthesizes relevant theories from assigned readings , with citations., that are related to reflections on language learning, academic learning, or loss of native language. This indicates that student is able to make connections between book club discussions and other assigned readings or weekly presentations. <u>Synthesis includes brief discussion of 2 -3</u> related theories. **6 – 7 points**	Sometimes does not provide sufficient details when making connections between book club discussions and book content to other assigned readings or weekly presentations. Discusses one theory in the reflection paper. Sometimes does not provide citations for theories. Student has partial understanding of theories that are related to book club readings and discussions. **4 - 5 points**	Does not integrate theories from other assigned readings and weekly presentations when discussing book club reflections. **0 – 3 points**
3. Implications for practce in schools that support emergent bilingual learning.	Discusses implications (three or more) for student's own instructional practices with emergent bilinguals. **7 – 8 points**	Implications discussed are brief (one or two) and are not discussed in depth, indicating that student is not completely sure about how to extend course content and learning to real teaching scenarios. **5 – 6 points**	Does not discuss implications for practice OR implications are unrelated to course content and theories. **0 – 4 points**

Total score = /20pts

Instructor Comments:

Research Paper Grading Matrix (40 points)

Criterion			
1. Clearly summarizes the goal of the research paper.	Clearly summarizes the purpose of the research paper by introducing key concepts and why the topic is important in the context of educating emergent bilinguals. Provides sufficient contextual information to understand the type of studies that will be included in the research synthesis (population studied, grade or language proficiency targeted, etc.) **9 - 10 points**	Partially summarizes purpose of the research paper but occasionally does not provide sufficient details to understand the type of studies that will be included in the research synthesis so that there is not always a clear understanding of the aim of the research synthesis. Makes partial reference to why the topic is important in the context of educating emergent bilinguals. **7 - 8 points**	Does not clearly summarize the purpose of the paper and there are no details about the type of studies that will be included in the research paper. Does not state why the topic is important in the context of educating emergent bilinguals. **0 – 6 points**
2. Summarizes key findings from articles that are clearly related to the research topic.	Clearly documents key concepts with sufficient details that indicate a thorough understanding of research study findings and how they relate to the research topic. Synthesizes findings by comparing, contrasting findings in an analytical discussion. **9 – 10 points**	Sometimes does not provide sufficient details about key findings from scholarly articles so that there is not always a clear understanding of how the articles and findings are related to the research topic. **7 - 8 points**	Does not provide key findings from the research articles but instead provides a brief summary about the study so that it is not clear how the findings deepen the student's understanding of the research topic. **0 - 6 points**
3. Integrates linguistic theories from assigned readings to research paper content (findings from the studies).	Draws from related linguistic theories from class readings with citations. There is evidence that the student clearly understands the relation of key linguistic theories to research paper content.	Sometimes draws from related linguitic theories although it is evident that specific related theories were not discussed in the context of the reserch paper. The result is that the research paper is partially supported by linguistic theories or that some key concepts are not referenced.	Does not integrate related linguistic theories from class readings. OR evidence provided from related readings is insufficient or indicates that the student does not understand the relation of the research paper content with

	9 - 10 points	7 – 8 points	0 - 6 points
			previously discussed linguistic theories.
5. Writing Style	The paper is organized in an exemplary manner with use of the following: ● Appropriate headings to highlight key concepts ● Correct use of citations according to APA style – 6th edition, and ● Correct spellings and use of grammatical structures. ● A clear introduction and conclusion ● Interesting arguments or associations made. **9 – 10 points**	The paper is organized with use of the following: ● Correct use of citations according to APA style 6th edition, and ● Correct spellings and use of grammatical structures. ● Correct word usage. ● No headings are used to organize content of the research paper. **7 – 8 points**	The paper is unorganized or organized in a way that impedes the transmission of information clearly due to many incorrect grammatical structures (e.g., run-on sentences, incomplete sentences, etc.) and misspellings with inconsistent use of APA style. **0 – 6 points**

Total score =   /40

Instructor Comments

Name(s) _____

Presentation of Research Topic (12 points)

I. Clearly summarize the goal of the research project. (2)

II. Summarize key concepts (5 points)

III. Implications for teaching emergent bilinguals (4 points)

IV. Provide references for scholarly articles (1)

Presentation 15 – 20 Minutes
One Slide: Title Of presentation
One Slide: Clearly summarize the goal of the research project.
One Slide: Introduction – Why is this topic significant in the context of instructing emergent bilinguals?
Several Slides: Key concepts

One Slide: Implications for teaching emergent bilinguals
One Slide: References for scholarly articles and any other references