PROFESSOR: Tatiana Joseph, Ph.D

CONTACT INFORMATION: E-mail: Tdjones@uwm.edu, mailbox (labeled JOSEPH) in Enderis 310.

OFFICE HOURS: Enderis 385, M 8:30-9:30 & 4:00-5:00pm; T 12:00-12:30; Th 4:00-4:30pm or by appointment.

CLASS LOCATION & MEETING TIME: Enderis 109; Tuesday, 12:30-3:10pm

COURSE DESCRIPTION:
This course provides a general overview of the major issues in both first and second language acquisition, and the relevant implications for curriculum and instruction. This is a special section for students in the Early Childhood Education program, and is contextualized within a multiracial, multilingual, urban framework. There will be considerable time devoted to the language and learning of racially, linguistically, and culturally diverse children. Although we will discuss effective practice, the course is not designed as a “language arts teaching” course (you have your reading and literacy methodology courses). The purpose of this course is to provide a sound theoretical base from which to make informed decisions and critically evaluate practice and popular beliefs regarding language and dialect issues, especially those situated within the context of urban, public schooling.

TEXTBOOKS AND REQUIRED READING SELECTIONS:


Reading Packet

Note: These texts and required course reading packet are available exclusively at the Panther Bookstore on Downer Ave.

COURSE GOALS:
Students successfully completing this course will demonstrate knowledge of:
• the “basics” of language structure and function;
• major developmental trends in first and second language/dialect acquisition;
• the major theoretical perspectives on both first and second language acquisition;
• cross-cultural differences in language socialization;
• the nature of “classroom discourse” and its effect on children;
• differences between home and school language use;
• the relationships between language, culture, and schooling;
• the distinctions between language difference and language “disorder;”
• the implications of simultaneous and/or sequential bilingualism and education;
• issues related to the “language minority” and Ebonics questions as discussed in popular media and political discourse;
• the relationship between language and literacy acquisition.

GENERAL COURSE EXPECTATIONS:
Review UWM University Policies website
http://www4.uwm.edu/secu/news_events/upload/SyllabusLinks.pdf for policy guidelines regarding withdrawals, incompletes, and academic misconduct including plagiarism. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instance of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Note that any use of another source, whether in print, on-line or other sources, should be cited appropriately.

MAJOR UNITS
Week-by-week reading and topic schedule

The instructor reserves the right to shift the schedule as needed. Chapters/readings listed should be read prior to class on the days indicated. “*” indicates readings that are on the Course Packet. Please come prepared to discuss key questions.

Unit I: WHAT IS LANGUAGE? (1/22 & 1/29)
Key questions: What is language? How is it linked to culture? What are the components of language and what are considered best practices for teaching these components? What are varieties, dialects, discourses, registers, etc.? Is there such a thing as a “more correct” variety or dialect of a language? How do linguists view language?
1/29 Díaz-Rico. (2010; Ch 1). Language structure and use (on D2L)

JANUARY 29TH : REFLECTIONS OF TEACHING ASSIGNMENT DUE

JANUARY 29TH : INTRODUCTIONS AND RESPONSE (to two people) DUE ON D2L
– Under the Discussion Session

Unit II: AUTHENTIC AND INAUTHENTIC LANGUAGE USE (2/5)
Key questions: Who are you? What is authentic inquiry and when is it practiced? What are typical language patterns in the classroom? How do language and cultural practices differ between home and school environments?
2/5 *Wells Lindfors. (2002). Inquiry purpose in the classroom
Unit III: LANGUAGE SOCIALIZATION IN THE COMMUNITY, HOME AND SCHOOL (2/12&2/19)
Key questions: How do language and cultural practices differ between home and school environments? How does language socialization, as well as socialization into cultural practices differ in diverse communities? What are typical language patterns in the classroom? In what are these school discourse practices grounded? What judgments surface for you surrounding these different cultural practices? How can you learn to value different cultural modes of communication?


** GROUP ONE PRESENTS 2/12. Present on 2/12 readings only.

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<tr>
<th>FEBRUARY 12TH: ONE PAGER DUE</th>
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** GROUP TWO PRESENTS 2/19-. Present on 2/19 readings only.

Unit V: OVERVIEW OF ISSUES IN LANGUAGE (2/26)
Key questions: How do children acquire language? What are some of the major hypotheses/theories in language development and language teaching? What factors affect the rate of language acquisition of an additional language? How can teachers best facilitate language acquisition?

2/26 Díaz-Rico. (2010; Ch 2). First and second language development and their relationship to academic achievement (on D2L)
2/26 Echevarría, Short; & Peterson. (2012, ch 3) Language Development in Young English Learners

** GROUP THREE PRESENTS 2/26. (presentation includes a brief review on readings scheduled for 2/26)

| FEBRUARY 26TH: CLASSROOM DISCOURSE/LESSON OBSERVATION/INTERVIEW ASSIGNMENT DUE. |

3
Unit VI: Second Language Learners and Bilingual Education (3/5, 3/12, 3/26, 4/2, 4/9)

Key questions: What is the history of linguistic diversity in the United States? What is the origins of bilingual education in this country? How is this tied with immigration, colonialism and other issues? Why is bilingual education a more sound educational alternative than “submersion” in English? What types of educational programs are provided to ELLs?

3/5* Cerda & Hernandez. (2006). History of Bilingual Education
3/5 *Gandará & Hopinkins (2010; Ch 1). The Changing Linguistics Landscape of the United States (on D2L).
3/5 Echevarría, Short; & Peterson. (2012, Ch 2) Getting to Know Young English Language Learners and Early Childhood Programs

** GROUP FOUR PRESENTS 3/5 (presentation includes Crawford and Krashen book Only) **

3/12 Díaz-Rico. (2010; Ch. 5). English-language/literacy (on D2L)
3/12 *Gándara & Orfield. (2010; Ch 11). Moving from Failure to a New Vision of Language Policy.

** GROUP FIVE PRESENTS 3/12 (presentation includes a brief review on readings scheduled for 3/12) **

MARCH 12TH: FIRST LANGUAGE LOSS: A PERSONAL REFLECTION ASSIGNMENT DUE

3/26 Echevarría, Short; & Peterson. (2012, Ch 4). Using the SIOP Model with Young Learners: Lesson Preparation and Building Background.

MARCH 26TH: MICROTEACHINGS

4/2 Echevarría, Short; & Peterson. (2012, Ch 5). Using the SIOP Model with Young Learners: Comprehensible Input and Strategies.

APRIL 2ND: MICROTEACHINGS

**APRIL 9TH: MICROTEACHINGS**

**Unit VII: THEORETICAL PERSPECTIVES ON LANGUAGE ACQUISITION AND “LANGUAGE DISORDERS” IN MONOLINGUAL AND BILINGUAL CHILDREN (4/16).**  
Key questions: How can we distinguish language disorder from individual or cultural difference? What are the specific issues, both linguistic and cultural, relating to bilingual children?

4/16 *McIntyre, T. (1996). Does the way we teach create behavior disorders in culturally different students?

**GROUP SIX PRESENTS 4/16 (all readings for Unit VII).**

**APRIL 16TH: SIOP LESSON PLAN DUE**

**Unit VIII: AFRICAN-AMERICAN LANGUAGE (4/23&5&7).**  
Key Questions: What is the origin of African-American language? Is it “substandard” or “incorrect?” What does the field of linguistics contribute to the discussion? What is at the core of negative perceptions? What are the current discussions and controversies surrounding this issue? What is the political and historical context of these discussions?  
4/23 *Lippi-Green (1997; Ch. 4). Language Ideology and the Language Subordination Model  
4/23 *Smitherman. (2000). Introduction to Ebonics  
4/23 *Green. (2002). Approaches, attitudes, and education

**APRIL 30TH: BOOK REVIEW ASSIGNMENT DUE- we will work on this assignment the same day is due.**

PLEASE NOTE: APRIL 30TH WE WILL MEET IN THE CURRICULUM LIBRARY TO WORK ON THE BOOK REVIEW ASSIGNMENT.

5/7 *Smitherman. (2000). English teacher, why you be doing the thangs you do?  
5/7 *Lippi-Green. (1997). The real trouble with Black English  

** 5/7 GROUP SEVEN PRESENTS .** (presentation includes a brief review on readings from Unit VIII).

**MAY 7TH: FINAL REFLECTION DUE**
ASSIGNMENTS AND GRADING:

1. **Attendance, participation and class activities.** (15 points) You are required to punctually attend all class sessions; while in class, more than your physical presence is required; students are expected to participate vigorously and thoughtfully in class discussions and activities. All students are expected to read assignments and to be prepared to discuss them. Students may be asked to do “exercises” related to the assigned readings such as conducting brief interviews, doing informal surveys or observations, analyzing items from the media or position statements by national figures or agencies on bilingual education.

   Students will receive a 2 point reduction in their participation grade for each absence and tardiness or leaving class early will result in deduction of points. Points are also lost for participation based upon a clear lack of attention to ongoing activity (e.g., completing other work during class time, talking off task, checking e-mail). Students cannot make up these points.

   In the ECE Program we believe strongly that the development of strong relationships supports us in creating productive learning communities, a model that we hope you take with you into your professional work as a classroom or childcare teacher. All of the program/professional courses are interactive and discussion based. Missing class means missing the interaction and the collaborative construction of knowledge. It is difficult if not impossible to make this up. **Thus, we take attendance and participation in class very seriously.** So, for any ECE program class, more than two absences will require you to submit a letter of explanation to the Early Childhood Committee, and may result in the requirement to retake the course. **More than three absences may result in a failing grade in the course.**

2. **Submitting Assignments:** All papers must be submitted via D2L. **Under no circumstances should you email your paper** to the instructor UNLESS specified by the instructor. All assignments need to be in the D2L folder by the time class starts. Assignments turned in after will be considered late. **Do not drop off an assignment in my mailbox, or email it to me unless specified.**

   For all Assignments:

   Use 1” margins, 11 or 12 Times New Roman font, double spaced. Also, number your pages.

   If you do not have the correct number of pages, correct margins, or spacing between lines (double space) 5% of your grade will be automatically deducted from the assignment and you will not be eligible to redo.

   APPLE USERS: Please double check your margins ASAP! Apple users often have issues with margins.
Assignments:

1. **Reflections of Teaching.** (5 points). Due January 29th, 2013. See D2L for more information. Please turn in assignment in D2L.

2. **One Pager:** (5 points). Due February 12th, 2013- See D2L for more information. Please turn in assignment in D2L.

3. **Classroom discourse/lesson observation/interview.** (25 points). Due February 26th, 2013- See D2L for more information. Please turn in assignment in D2L.

4. **First Language Loss: A Personal Reflection.** (10 Points). Due March 12th, 2013- See D2L for more information. Please turn in assignment in D2L.

5. **Microteaching.** (10 points). Due March 26th, April 2nd or April 9th.

6. **SIOP Lesson Plan.** (10 points). Due April 16th, 2013- See D2L for more information. Please turn in assignment in D2L.

7. **Book review.** (10 points). Due April 30th, 2013 - See D2L for more information. Please turn in assignment in D2L.

8. **Final Reflection** (15 points). Due March 7th, 2013- See D2L for more information. Please turn in assignment in D2L.

9. **Quizzes.** (20 points) There will be four quizzes, specifically on the readings and class discussions. They will be short essays, cumulative, and worth 5 points each. They will not be announced, and cannot be retaken. If you miss class, you also miss the quiz and will receive a score of 0. They are open book/notes.

10. **Write ups:** (15 points) Students will have 3 classroom write ups. I will give you a topic/question from the assigned readings and you are to write roughly a page using both the text and your notes. Each one is worth 5 points. If you miss class, you also miss the write up and will receive a score of 0. They will not be announced.

11. **Leading discussion on selected readings:** (10 points) Groups will be assigned to lead class discussions of the material covered on that specific week (please note some groups have specific readings I would like for you to cover). Groups will have one (1) hour to present. I need for you to develop a **solid class discussion** which can include things such as class activities, teaching modeling, short readings, class discussions, audio/video clips, guest speakers (guest speaker can only speak for a limited amount of time), story readings, etc. You are also to include **ONLY** activities that will allow the class to review the material such as graphic organizers, three tiered reading guides, etc. **I am not looking for you to reteach the reading material (everyone should be reading the material) cover what is important, but spend a short time doing this. Use the remaining of the time leading a substantial set of class activities to wrestle around with the material.** Make it interesting 😊.
You will be graded on the level of classroom discussion, the activities presented and the overall group work.

These are the groups and the schedule:
2/12 Group 1: Kristin Andre; Kelsea Gardner; Lindsey McKeown, Amanda Stohm
2/19 Group 2: Alexandra Azarian; Teagan Kohlbeck; Carly Palok, Becki Lynn
2/26 Group 3: Tatiana Baskin; Cailin Kolich, Amber Roberts, Alison White
3/5 Group 4: Robin Brown; Gina Kralik, Rachel Ross, John Witczak
3/12 Group 5: Katherine Fex, Sarah Kuehl, Yusef Salameh
4/16 Group 6: Nathan Fox; Gabrielle Levine, Danielle Shepstone,
5/7 Group 7: Luanne Funmaker, Lynn Mayville, Denis Sofic,

Please note: A week before your presentation you MUST submit to the instructor a presentation outline filled out. This document can be found on D2L. If your group does not submit this document, two points will be deducted from the presentation. Please turn in outline in D2L.

12. Microteaching. (10 minutes) Every student will read 99 Ideas and Activities by Vogt and Echevarria as assigned in the Course Schedule and detail how they might use the idea in their classroom. One designated student will lead an activity and the discussion in an interactive way with the class. Do not simply talk about the strategy or reread. Be creative and get your colleagues involved. Do an example or an extension, role play, simulation, etc. Limit your engagement to 10 minutes. Each student will present once.

HIGHLY RECOMMENDED ACTIVITIES:

Documentary: Speaking in Tongues. Extra credit will be awarded for watching and reflection submitted (up to 2 points). See D2L for more details. Submit your reflection on D2L, under Extra Credit.

A.L.A.S Event. Extra credit will be awarded for attendance and reflection submitted (up to 2 points). These gatherings are free and open to the public. See D2L for more details. Submit your reflection on D2L, under Extra Credit.

Read and write reflection paper on the article Social Class and the Hidden Curriculum of Work. Extra credit will be awarded for reflection submitted (up to 2 points). See D2L for more details. Submit your reflection on D2L, under Extra Credit.

Teaching your SIOP Lesson Plan. If you are in a placement, test drive your SIOP lesson plan! Extra credit will be awarded for reflection submitted (up to 2 points). This about: How did the lesson plan work? What worked? What didn’t? what can you do different? Submit your reflection on D2L, under Extra Credit.
Anti Bias/Anti Racist Conference, April 20th, 2013. Indian Community Center.
http://www.ensj.org
One point will be assigned for every session attended during the conference (up to 4 points). You must submit a reflection FOR EVERY session you attended. Also include the name of the session and the presenter. Submit your reflection on D2L, under Extra Credit

NOTE: You can complete up to 2 activities for a total of up to 4 extra credit points.

CRITERIA FOR ASSIGNMENT OF LETTER GRADES (total: 150 points)

1. Attendance and Participation 15 points
2. Reflection of Teaching 5 Points
3. One Pager 5 Points
4. Classroom discourse/
   Lesson observation/interview 25 Points
5. First Language Loss: A Personal Reflection 10 Points
6. Microteaching 10 Points
7. SIOP Lesson Plan 10 Points
8. Book review 10 Points
9. Final Reflection 15 Points
10. Quizzes (4) 20 Points
11. Write Ups (3) 15 Points
12. Leading discussion on
    selected readings 10 Points

Graduate Students:
1. Attendance and Participation 15 points
2. Reflection of Teaching 5 Points
3. One Pager 5 Points
4. Classroom discourse/
   Lesson observation/interview 20 Points
5. First Language Loss: A Personal Reflection 10 Points
6. Microteaching 10 Points
7. SIOP Lesson Plan 10 Points
8. Book review 10 Points
9. Final Reflection 10 Points
10. Quizzes (4) 20 Points
11. Write Ups (3) 15 Points
12. Leading discussion on
    selected readings 10 Points
13. Graduate Assignment 10 Points

Extra Graduate Assignment:
Students will write a Language Issues Report. With the approval of the instructor, students select a topic of general relevance for the course and investigate it. See guidelines on D2L. It is due May 7th. You will orally present your research on the last day of class (April 23rd).
Determination of letter grades follows the following schedule:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<td>B</td>
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<td>C</td>
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<td>D+</td>
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<td>D</td>
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<td>F</td>
<td>65 and below</td>
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The grade of a C or better must be earned in this course in order for it fulfill the professional requirements of the Early Childhood Certification program. This course cannot be taken for credit/no credit.

**Homework Policy**

Late homework will not be accepted without the instructor’s prior permission and, if accepted, may be subject to a late penalty.

All assignments are due at the beginning of class. Anything turned in after class will be considered late.

It is understandable that things come up; you are all adults and have very hectic lives. For that reason, it is very important for you to plan accordingly, to check the syllabus weekly and to contact the professor before the assignment is due (at least 24 hours in advance) in case of an extension.

**Rewriting/Regrading Policy**

With the exception of the quizzes and write up’s, you may revise and resubmit assignments if you are dissatisfied with your grade.

**Parameters:** Only students who have received more than one point off the assignment total are eligible to resubmit. The intention of this resubmission policy is to help those students who have misinterpreted the intent of the assignment, or left out important parts. Those who receive, say 19/20 points cannot resubmit. Resubmission is voluntary, and does not guarantee a higher grade unless the rewrite is qualitatively better than the first submission.

**You will not be eligible for a rewrite if you did not meet the page number requirement, as well as any of the other mechanics requirements (line spacing, font, margins).**

Resubmissions: Resubmitted assignments are not eligible to receive full credit. That is, the highest grade one can receive for the rewrite is 19/20, 14/15, etc. Rewrites **must** be turned in within one week of my returning your graded assignments (whether you are present that day or not).

**NOTE:** The last assignment (Final Reflection Due 5/7), will not be eligible to be redone.
**Review UWM University Policies website http://uwm.edu/Dept/SecU/SyllabusLinks.pdf for policy guidelines regarding withdrawals, incompletes, and academic misconduct including plagiarism**

**Other Things to Keep in Mind:**
I am happy with technology and actually appreciate when students can use it for class, however, I am not happy with social media, or other use of technology that has nothing to do with class - class time is not the time, nor the place for it.

You must bring books and readings to class, every day.

I understand class is during lunch time, so please feel free to bring a snack. Do not, however, bring a whole meal!

Email: It is your responsibility to have a working email. Please check your email often as I will be emailing you information or reminders from time to time.

Have a Great Semester!