Language and Urban Schooling
University of Wisconsin—Milwaukee
CURRINS 508-003
Fall 2012

Professor: Tatiana Joseph, M.S
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Office Hours: Enderis 385, M 8:30-9:00am; T 11:30-12:00; T 3:30-4:00; Th 3:30-4:00pm or by appointment.
Class Location & Meeting Time: Enderis 384; Monday, 9:30-12:10pm.

Course Description
This course provides a general overview of the major issues in both first and second language child language acquisition, and the relevant implications for curriculum and instruction. This is a special section for students in the pre-service education program, and is thus 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 Reading Selections
The books and reading packet are available at Panther Books on Downer Avenue.

Books


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; and
• the relationship between language and literacy acquisition.

General Course Requirements
If you need special accommodations in order to meet any of the requirements of this course, including missing class for religious observances, please contact me as soon as possible. Late work will not be accepted without the instructor’s prior permission and, if accepted, may be subject to a late penalty. Review UWM University Policies website http://uwm.edu/Dept/SecU/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 or on-line, 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 1: Overview of Issues in Language Development and Acquisition (9/10 & 9/17)
Key Questions: What is the basis for claiming that language is uniquely human? How is it linked to cognition? To culture? How is language structured? 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?

Readings:

**SEPTMBER 17**ST : INTRODUCTIONS AND RESPONSE (to two people) DUE ON D2L – Under the Discussion Session

**UNIT II: DIMENSIONS OF DIVERSITY: LANGUAGE, CULTURE, AND COMMUNICATION (9/24 & 10/1).**

*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?

9/24 Díaz-Rico. (2012; Ch. 8). Culture and cultural diversity and their relationship to academic achievement.

10/1 Díaz-Rico. (20012; Ch. 2). First and second language development and their relationship to academic achievement.
10/1 Díaz-Rico. (2012; Ch. 6). English-language development.

**OCTOBER 1**ST : ANALYSIS/REFLECTION ASSIGNMENT DUE

**GROUP ONE PRESENTS 10/1. PRESENT ON 10/1 READINGS ONLY.**

**UNIT III: LANGUAGE SOCIALIZATION IN THE HOME AND SCHOOL (10/8, 10/15)**

*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? What are these school discourse practices grounded in? What are linguistic human rights? How is bilingual education viewed in other countries?

*Readings:*


**GROUP TWO PRESENTS 10/8. PRESENT ON 10/8 READINGS ONLY**

UNIT VI: SECOND LANGUAGE LEARNERS AND BILINGUAL EDUCATION (10/22, 10/29)
Key Questions: What is the history of linguistic diversity in the United States? What is the origin of bilingual education in this country? How is this history connected to immigration, colonialism, and other historical issues? Why is bilingual education a sounder educational alternative than “submersion” in English? What types of educational programs are provided to ELLs?
Readings:
10/22 Gandará & Hopinksins (2010; Ch 1). The Changing Linguistics Landscape of the United States (on D2L).
10/22 Díaz-Rico. (2012; Ch. 4). Programs for English learners.
10/22 Díaz-Rico. (2012; Ch. 5). English-language/literacy development and content instruction.

** GROUP THREE PRESENTS 10/22. PRESENT ON 10/22 READINGS ONLY

10/29 Díaz-Rico. (2008; Ch. 3). Assessment of English learners.
10/29 Echevarria et al (2010 Chap 5). Strategies

UNIT V: THEORETICAL PERSPECTIVES ON LANGUAGE ACQUISITION AND “LANGUAGE DISORDERS IN MONOLINGUAL AND BILINGUAL CHILDREN” (11/5).
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?
Readings:
11/5 McIntyre, T. (1996). Does the way we teach create behavior disorders in culturally different students? (on D2L)

** GROUP FIVE PRESENTS 11/5. PRESENT ON 11/5 READINGS ONLY
UNIT VI: AFRICAN AMERICAN LANGUAGE (11/12, 11/19)

Key Questions: Is African American language “substandard” or “incorrect?” What does the field of linguistics contribute to the discussion? What are negative perceptions influenced by? What are the current discussions and controversies surrounding this issue? What are the political and historical contexts of these discussions?

Readings:
11/12 Lippi-Green (1997; Ch. 4). Language Ideology and the Language Subordination Model (On 2DL)
11/12 *Smitherman. (2000). Introduction to Ebonics
11/12 *Delpit. (1998). No kinda sense
11/12 *Green. (2002). Approaches, attitudes, and education

11/19 *Smitherman. (2000). English teacher, why you be doing the thangs you do?

** GROUP SIX PRESENTS 11/19. PRESENT ON ALL UNIT VI READINGS.

November 19th: Classroom Discourse/Lesson Observation/Interview Assignment Due.

PLEASE NOTE: NOVEMBER 26TH WE WILL MEET IN THE CURRICULUM LIBRARY TO WORK ON THE BOOK REVIEW ASSIGNMENT.

November 26th: Book Review Assignment Due- we will work on this assignment the same day it is due.

UNIT VII: FURTHER PERSPECTIVES ON LANGUAGE, BILINGUAL EDUCATION, AND SCHOOLING (12/3).

Key Questions: How does school “sort” through students using the tools of language and discourse? Is “best practice” enough? What political and ideological issues must we come to grips with to be effective teachers of English language learners?

12/3 Echevarria et al (2010 Chap7 and 8).Practice and Application, Lesson Delivery
12/3 Christensen. (2008). Putting out the linguistic Welcome Mat (ON D2L)

** GROUP SEVEN PRESENTS 12/3. PRESENT ON 12/3 READINGS ONLY
UNIT VIII: BRINGING HOME AND SCHOOL TOGETHER (12/10)

KEY QUESTIONS: What have we learned about language, culture, and schooling? How will this affect our practice?

Readings:
12/10 Echevarria et al (2010 Chap 9 and 10). Review and Assessment, Issues in Reading and Special Education.

DECEMBER 10TH: 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 after their first 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.

2. Submitting Assignments: All papers must be submitted as a “hard copy”. Under no circumstances should you email your paper to the instructor UNLESS specified by the instructor. If you are not going to be in class when an assignment is due, make arrangements to drop the assignment off at the beginning of class to the professor, otherwise it 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. **Analysis and Reflection paper.** (15 points). October 1st, 2012 - See D2L for more information

2. **One Pager:** (5 points). Due October 15th, 2012 - See D2L for more information.

3. **First Language Loss: A Personal Reflection.** (10 Points). Due October 29, 2012 - See D2L for more information.

4. **Classroom discourse/lesson observation/interview.** (25 points). Due November 19th, 2012 - See D2L for more information.

5. **Book review.** (10 points). Due November 26th - See D2L for more information

6. **Final Reflection** (15 points). Due December 10th, 2012 - See D2L for more information.

   To guide you in the process, each day you will have a “circle of learning” to fill in regarding an important concept, idea, or practice for you personally that will be submitted each week and with the final paper.

7. **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.

8. **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.

9. **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 other activities that will allow the class to review the material such as graphic graphic organizers, three tiered reading guides, etc. **I am not looking into having you reteach all 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:
10/1 Group 1: Antinucci, Sarah, Enge, Ashley, Meyer, Brittany
10/8 Group 2: Apilado, Stephanie, Fait, Jocelyn, Miller-Liberacki, Corie
10/22 Group 3: Barwick, Amy, Goetz, Samantha, Sams, Walter
10/29 Group 4: Brzeski, Lauren, Gonring, Timothy, Stecher, Anthony
11/5 Group 5: Buchanan, Laura, Hermanson, Jenna, Wendt, Chad
11/19 Group 6: Capra, Caitlin, Heuer, Jason, Wojciechowski, Christine, Lippe, Meredith
12/3 Group 7: Cibik, Cassandra, Kohnke, Jessica, Xiong, Pa Nhia, Dean, Elizabeth

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.

**HIGHLY RECOMMENDED ACTIVITIES:**

**Urban Forum.** Extra credit will be awarded for attendance and reflection submitted (up to 2 points). The Forum is free and open to the public. See the School of Education website for details.

**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.

**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.

**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: 140 points)

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

Determination of letter grades follows the following schedule:

A = 94-100  
C = 77-75
A- = 93-90  C- = 74-72
B+ = 89-87  D+ = 71-69
B = 86-83  D = 68-66
B- = 82-80  F = 65 and below
C+ = 79-78

**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:** You must include your original assignment so that I can see the improvements and revisions made. A rewrite will not be re-graded without the original graded assignment attached. 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 12/10), 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:**
Cell phones and laptops are not allowed unless specified by the professor. Please leave them in your bag! Because of this policy, all readings must be printed!
You must bring books and readings to class!

I understand class is during breakfast 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!