

EDUC 388F-- Pre-Fall 2017
FOUNDATIONS OF ACADEMIC LANGUAGE
“Language Workshop”

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COURSE DESCRIPTION

This course will explore the construction of language as well as how language is used with the goal of identifying linguistic challenges students face, as well as opportunities for students to use home languages and dialects in the classroom. Through an investigation of linguistic variation and by challenging notions of “standard” forms of English, we will investigate the relationships between oral and written discourse as they affect learning, and begin to apply these concepts to our classroom practice. These goals are designed to contribute to your understanding of how the language of schooling (typically thought of as “academic language”) is constructed, developed, and taught in classrooms.

ESSENTIAL QUESTIONS FRAMING THIS COURSE

- Why should a professional educator need to understand the structure of the English language in order to teach effectively?
- Why might it be important for a teacher to understand language use?
- Why might it be important for a teacher to have an understanding of linguistic variation?

California Standards for the Teaching Profession (CSTP) addressed in this course include (but are not limited to):

- CSTP 1.2 - Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
- CSTP 3.2 - Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- CSTP 3.6 - Addressing the needs of English learners and students with special needs to provide equitable access to the content
- CSTP 4.1 - Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

COURSE REQUIREMENTS

Attendance and Readings- 70%- Because we only have 5 class sessions, your attendance and participation is **VERY** important. If you are absent or late please contact me as soon as you can. You are responsible for collecting all handouts and in-class assignment materials for the day you missed. You are required to complete readings for each class meeting.

Required Readings (please note that Zweirs' book will also be required for ED 388A- Language Policies and Practices in the winter)

Chapter 2 in Diàz-Rico, L. & Weed, K. Z. (2010). *The Crosscultural, language and academic development handbook*. Boston: Allyn & Bacon.

Valdés, G., Bunch, G., Snow, C., and Lee, C. (2005). Enhancing the development of students' language(s). In L. Darling-Hammond and J. Bransford (Eds.) *Preparing teachers for a changing world: What teachers should learn and be able to do* (126-168). San Francisco: Jossey Bass.

Chapter 2 in Zwiers, J. (2014). *Building academic language: Meeting Common Core Standards across disciplines* . San Francisco: Jossey Bass.

Assignment- 30%- Final reflection and discussion

You will be asked to write a brief reflection on the essential questions framing this course (see above). A handout is available on the course website. **Due 8/25**

Classes: Monday/Thursday Aug. 7-21, 1:30-3:20 (1:50 hrs)

| Class meeting/ Date | Topic | Objective: <i>Students will be able to...</i> | Required Readings for class |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1 Aug. 7 | Mini-Course Overview and “What is language? And how do we use it?” | SWBAT identify ways of speaking in their own linguistic repertoires and reflect on the contexts that trigger the use of each dialect or language and recognize that students come to school with a variety of linguistic repertoires. | Valdés et al., (2005) p.126-141 |
| 2 Aug. 10 | Structures of Language and examples of the ways they are at work both in oral and in written form in the classroom- Part I Phonology, morphology, syntax | SWBAT analyze how structures of language work together to shape a person’s (teacher’s, student’s) linguistic repertoire and begin to construct an additive frame for building “academic language” into these repertoires. | Diàz-Rico & Weed, (2010), Chapter 2 |
| 3 Aug. 14 | Structures of Language and examples of the ways they are at work both in oral and in written form in the classroom- Part II Semantics, pragmatics, non-verbal communication | SWBAT analyze how structures of language work together to shape a person’s (teacher’s, student’s) linguistic repertoire and begin to construct an additive frame for building “academic language” into these repertoires. | |
| 4 Aug. 17 | Classrooms as multilingual/multidialectal environments | SWBAT describe the linguistic context (and relative health) of their summer placement classrooms and school sites in terms of languages and dialects spoken. | Valdés et al., (2005) p.141-160 |
| 5 Aug. 21 | What counts as <i>Academic Language</i> ? | SWBAT identify some linguistic demands in a sample lesson plan and video | Zwiers, (2014), Chapter 2 |

