EDUC 388F—Summer/Pre-Fall 2018
Language Workshop: Foundations of Classroom Language

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COURSE DESCRIPTION

This course will explore the construction of language as well as how language is used in classrooms. Goals include identifying a range of linguistic practices students strategically employ in their everyday lives and identifying opportunities for teachers to maintain the “linguistic health” (Valdés, et al., 2005) of their classroom. Through a study of linguistic structure and variation, and by challenging notions of “standard” forms of English, we will investigate not only the relationships between oral and written discourse, but also the relationships between race and discourse. And we will begin to apply these concepts to our classroom practice. These goals are designed to contribute to your critical understanding of how the language privileged in classrooms (typically thought of as “academic language”) is socially constructed, implicitly promoted, and explicitly taught.

ESSENTIAL QUESTIONS and GUIDING STANDARDS FRAMING THIS COURSE

To develop a critical lens on classroom language we will try to answer the following questions:

- How do students and teachers actually use language in classrooms?
- Why—or for what purposes—do students and teachers use language in the classroom?
- How do our social expectations of language use shape language in classrooms?

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 3.6 - 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

Based on work by A. Lippincott & L. Hill-Bonnet, (2008)
COURSE REQUIREMENTS

Attendance and Readings- 70%-
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


Assignment- 30%-
Final reflection and discussion
You will be asked to write a brief reflection on the essential questions framing this course (see above) using major concepts covered in course content. A handout is available on the course website. Due 8/19

Based on work by A. Lippincott & L. Hill-Bonnet, (2008)
Classes: Monday-Thursday Aug. 6-16, 1:30-2:50 (1:20 hrs)

<table>
<thead>
<tr>
<th>Class meeting/ Date</th>
<th>Topic</th>
<th>Objective: Students will be able to...</th>
<th>Required Readings for class</th>
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</thead>
<tbody>
<tr>
<td>1 Monday Aug. 6</td>
<td>Mini-Course Overview &amp; “What is language? And how do we use it?”</td>
<td>SWBAT identify ways of speaking in their own linguistic repertoires and reflect on the contexts that shape the choice of each language practice.</td>
<td>Valdés et al., (2005) p.126-141</td>
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<tr>
<td>2 Tuesday Aug. 7</td>
<td>Phonology &amp; morphology</td>
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<tr>
<td>3 Wednesday Aug. 8</td>
<td>Syntax &amp; Semantics</td>
<td>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 greater communicative competence by audience and purpose.</td>
<td>Díaz-Rico &amp; Weed, (2010), Chapter 2</td>
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<td>4 Thursday Aug. 9</td>
<td>Pragmatics &amp; Non-verbal communication</td>
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<tr>
<td>5 Monday Aug. 13</td>
<td>Classrooms as multilingual/multidialectal environments</td>
<td>SWBAT describe what a dialect is from both a linguistic and sociocultural perspective in order to show their understanding of relationships of dialects/languages and Standard American English.</td>
<td>Lippi-Green (2012), chapter 1, p. 5-25</td>
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<td>6 Tuesday Aug. 14</td>
<td>What do we mean by Academic Language?</td>
<td>SWBAT describe the varying conventions in oral and written discourse and their relationship to what we typically consider “academic language.”</td>
<td>Gee (2008), p. 57-69</td>
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<td>7 Wednesday Aug. 15</td>
<td>Constructing Classroom Language</td>
<td>SWBAT analyze the linguistic health of classroom environments</td>
<td>Valdés et al., (2005) p.141-160</td>
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<td>8 Thursday Aug. 16</td>
<td>De-constructing Classroom Language</td>
<td>SWBAT consider racial positioning and heteroglossic frameworks when designing lessons for language minority students.</td>
<td>Flores &amp; Rosa (2015), pp. 149-155, 166-171</td>
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</tbody>
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