INSTRUCTOR: Laura Hill-Bonnet
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COURSE DESCRIPTION

This course will explore how language is used in school with the dual goals of 1) identifying opportunities for students to use a variety languages and dialects in the classroom and 2) conducting a linguistic analysis of the variety of English typically prioritized in schools. These goals are designed to provide a critical lens for understanding how the language of schooling (typically thought of as "academic language") is constructed, taught, and explicitly promoted in classrooms. Through this investigation of language use, structure, and variation, we will challenge the notion of "standard" English and reflect on its relationship to race and power.

ESSENTIAL QUESTIONS FRAMING THIS COURSE
- How do students and teachers actually use language in (and out of) classrooms?
- Why--or for what purposes-- do students and teachers use language in the classroom?
- How do our social expectations of language use shape interaction 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 using culturally responsive instructional practices
- CSTP 3.2 - Applying knowledge of the range and characteristics of student development and proficiencies to ensure student understanding of subject matter
- CSTP 3.6 Addressing the needs of the full range of English learners using assessment data and research-based instructional approaches to provide equitable access to learning
- CSTP 4.1 Planning instruction using knowledge of students' academic readiness, language proficiency, cultural and socioeconomic backgrounds, and individual development

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

COURSE REQUIREMENTS

Attendance and Readings-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

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

Flores, N. & Rosa, J. (2015). Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education. *Harvard Educational Review* Vol. 85 (No. 2 Summer 2015), pp. 149-171.

Gee, J.P. (2008). What is academic language? In A. S. Rosebery & B. Warrant (Eds.), *Teaching Science to English Language Learners: Building on Students' Strengths* (pp.57-70). Arlington: Vansta Press.

Lippi-Green, R. (2012). *English with an accent: language, ideology and discrimination in the United States* (2nd ed.). London, New York: Routledge.

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* (p. 126-160). San Francisco: Jossey Bass.

Assignment- **Final reflection and discussion**
You will be asked to write a brief reflection on the essential questions framing this course (see above). A handout will be available on the course website.

Classes: Tuesday-Thursday Aug. 25-Sept. 9, 10:30-12:30 (1:45 hrs)

Class meeting/ Date	Topic	Objective: *Students will be able to...*	Required Readings *for class*
1 Tues Aug. 25	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. SWBAT recognize that students also come to school with a variety of linguistic repertoires.	Valdés et al., (2005) p.126-141
2 Weds Aug. 26	Phonology, morphology	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 framing for language variation	Diàz-Rico & Weed, (2010), Chapter 2
3 Thurs Aug. 27	Syntax, Semantics		
4 Tues Sept. 1	Pragmatics, Non-verbal communication		
5 Weds Sept. 2	Classrooms as multilingual/multidialectal environments	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.	Lippi-Green (2012), chapter 1, p. 5-22
6 Thurs Sept. 3	What counts as *Academic Language*?	SWBAT describe the varying conventions in oral and written discourse and their relationship to what we typically consider "academic language."	Gee (2008), p.57-69
7 Tues Sept. 8	Constructing Classroom Language	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
8 Weds Sept. 9	*De-constructing* Classroom Language	SWBAT synthesize a series of postulates in order to articulate a personal stance on teaching academic language	Flores & Rosa (2015)

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