

**EDU 289 English Learners:  
Supporting Educational Equity and Access  
Mount St. Mary's University  
Spring 2020**

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**Office Hours:** by appointment

**FIRST ASSIGNMENT DUE FIRST CLASS SESSION**

**What is your culture?**

1. Select a box or bag or container that can hold a number of objects. Walk around your home and pick up anything that resembles who you are, what is meaningful to you, rituals in which you participate, your style, groups to which you belong, etc. Once you have gathered the objects, pull them out. Look at them carefully, Think of what the objects signify—perhaps a value, a belief, etc.
2. Reflect on the following questions in writing:
  - 2.1.1. What values were you able to identify from your objects? What groups do you belong to that share the same values?
  - 2.1.2. Thinking back on the objects, shared values and beliefs, and groups in which you belong, think of what makes you a member of the group. How does one become a member of the groups that share your similar values, beliefs, etc.?
  - 2.1.3. Do these objects reflect a specific type of language use, some coded shared understanding with those that share the same values and beliefs with you?
  - 2.1.4. Reflecting on the objects and people who share similar values and beliefs and might even be part of the same group with you, can you think of how an outsider can become an insider to these ideas, values, and beliefs?
  - 2.1.5. How would you label the ways in which these objects point to your sense of belongingness with the people who share similar ideas, beliefs, and values? Is there a name or could you give yourselves a name for your cultural group?

**Please submit your responses to “first assignment” in Canvas and be prepared to share your response in class.**

## **Course Dates**

Session 1 January 26, 2020 Sunday 10:25AM - 04:30PM BLDG 4, Room 115

Session 2 February 9, 2020 Online

Session 3 February 18, 2020 Online

Session 4 March 1, 2020 Sunday 10:25AM - 04:30PM BLDG 4, Room 115

Session 5 April 5, 2020 Online

Session 6 April 26, 2020 Sunday 10:25AM - 04:30PM BLDG 4, Room 115

## **Course Description**

This course is designed to provide general and special educators with and understanding of issues related to teaching students from diverse linguistic backgrounds. These backgrounds may include students who are English language learners as well as those who speak dialects of English not privileged in classroom discourse. The course has an emphasis in a foundational grounding in linguistics, with an emphasis in sociolinguistics, as it relates to K-12 instruction. It examines the various competencies required for an ability to communicate through language and discusses how these competencies interact with academic achievement. Students will also reflect upon their own identity and positionality in relation to language. Topics covered include the structure of human languages: its sounds and sound rules, word formation rules and word order and first and second language acquisition. Special attention will be given to the structure of English. The course also addresses how languages vary and the factors that influence language variation. Through course readings and individual research projects, students will learn about and explore linguistic communities in the Los Angeles area. Characteristics of African American Vernacular English and Chicano English/Spanglish will be examined as well as the different ways in which men and women use language to communicate. Students will engage in qualitative data collection and analysis through interviews and observations. The purpose of the research is to understand youth and family linguistic communities as a means of considering cultural relevance, diversity and equity in classroom pedagogy. Implications for K-12 instruction will be explored in the areas of reading instruction, the teaching of children with limited English proficiency or language learning disabilities and the needs of a culturally diverse student population.

## **Course Objectives**

In relation to California Department of Education standards, students will gain knowledge of the following:

- variation in the phonological, morphological and syntactic structure of human languages as it relates to instruction in reading and language arts and English language acquisition for second-language learners.
- first and second language acquisition with particular attention to how it connects to literacy development and overall academic achievement.
- psychological and socio-cultural determinants of second language acquisition and implications for school success.

- cultural and gender variation in language use with particular attention to its implications for teaching culturally diverse student populations.
- speech and language disorders and the distinction between language disorders, delayed language development and language differences.

In addition, as students in a graduate program students will address the following MSMU and Education Department goals and objectives:

- Instructional Leadership masters candidates will demonstrate the ability to access, analyze, synthesize and evaluate educational research and professional education literature
- Instructional Leadership masters candidates will produce scholarly writing and professional presentations in education
- Instructional Leadership masters candidates will recognize learner differences and make appropriate decisions in order to provide equitable access to learning experiences in education

### **Required Texts**

Curzan, A., & Adams, M. (2009). *How English Works: A Linguistic Introduction* (2<sup>nd</sup> ed.). New York, NY: Pearson Longman.

### **Recommended Text**

Duranti, Alessandro (Ed.). (2001). *Linguistic Anthropology: A Reader*. Malden, MA: Blackwell Publishers.

Santa Ana, Otto (Ed.). (2004). *Tongue-Tied: The Lives of Multilingual Children in Public Education*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

**Additional readings are posted on Canvas.**

### **MSMU and Education Department Policies**

**Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students who miss two class sessions of a 1 of 2 unit class or 3 class sessions of a 3 or 4 unit class may be administratively dropped from the class unless an additional 5-page paper assignment is completed as make-up. This policy represents 20% of the instructional time and is in accordance with University policy as stated in the MSMU Catalog.

**Tardiness:** Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

**Classroom Participation:** Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Any work completed in class must be submitted by the end of the class period. Work for hybrid sessions must be submitted before 11:59pm on the date of the session to count for a grade and as attendance. Remember, if you miss 2 sessions, you will be dropped from the class with a "W" or a "U." Please let me know if you cannot attend a class for reasons beyond your control.

**Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

**Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

**Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

#### **Professional and Academic Resource Center (PARC)**

The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person and over the phone. To make an appointment. Call 213-477-2898 or schedule an appointment on the PARC portal page: <https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>

All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.

**Assessment of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

**Academic integrity policy:** All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student

Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

**Academic freedom statement:**

For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**Disability Statement:**

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

**Student Credit Hour Policy:**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours

Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>

### **Assessment**

The course aims to model the importance of scaffolding learning and using multiple measures of assessment to gauge the progress of learners.

Assignments must be completed on time according to detailed guidelines.

Your course grade will be based on your performance in the following activities:

1. **Reading Responses: Students will respond to one of the readings of the students' choice for each session.** Reading responses are meant to help you engage with the readings in a meaningful way. You are not expected to agree with the readings or even to completely understand them. You are expected to critique, ask questions, and find points of relevance to your personal or professional experience through engaging with the reading. Students will submit reading responses to Canvas. Please see Reading Response guidelines at the end of this syllabus.
2. **Discussion Board and Peer Review Posts:** Students will post to Discussion Boards or in response to peer work as directed in class or in online sessions. Students will also respond to the post of **each colleague at least once**. Given the length of time between face-to-face sessions, it is imperative that all students respond to the assigned Discussion questions posted in the three Canvas online sessions. These questions are meant to encourage dialogue between students and provide instructor feedback. They are also meant to provide you a space to ask relevant questions and clarify concepts. Students are encouraged to post, read, and respond to discussion board between sessions.
3. **Language Observations:** Part of this course is to encourage participant observation of a linguistic community. The online structure allows us to forego meeting in person to spend time in a particular linguistic community. Each student will observe a cultural activity in which his/her chosen research language/dialect is spoken. Using ethnographic research methods, students will write up their observations and, as a final project, create a visual depiction of what they learned either through a poster board or PowerPoint presentation as part of the Language Study Project. Other presentation media (video, Voice Thread, etc.) are possible upon consultation with the professor.
4. **Language Study Project:** Each student will apply course knowledge to the analysis of the structure of a language other than Standard English and cultural exposure to a linguistic community. This project will be based on an in-depth interview of an individual whose first language is not Standard English to understand the English language learning experiences of a speaker of that language. Students will share their

projects with classmates during the last week of class. Students will be assigned benchmark deadlines as the weeks progress so that each student is aware of how they are doing on each section of the project (see Language Study Guidelines in the assignments section on Canvas).

**Grading:**

Assignments must be completed on time according to agreed upon guidelines. If you are absent, you must submit your work to Canvas **before** the class start time (on the due date) to be considered for full credit.

<b>Grading Scale by percentage:</b>			
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	65-69	D
80-83	B-	< 65	F

Your grade will be based on your performance in the following activities:

<b>Assignments</b>	<b>Points</b>
Online assignments	10 (each)
Language Map	5
Language Journey	10
<b>Language Study Project</b>	
Focus Student Background and Interview + Notes	30
Phonology and Morphology Section	20
Syntax Section	20
Pragmatics section + Notes	30
Final Draft and Poster Presentation	20

All written submissions must be typed and of graduate quality in writing mechanics. If necessary, have another student in the class help proofread your assignments. Use a 12 point Times or Helvetica font, double spacing, and one-inch margins. Please note that phonetic transcription exercises or any other assignments that would require you to use special fonts or drawing features need not be typed.

**General Tips**

- Utilize Canvas Discussion Board and Chat for help with class concepts and assignments. Exchange contact information with a classmate.
- Find a friend who will read your language study project before you prepare a final draft. You may also submit your paper to Grammarly or have your paper read by the tutors at PARC.

- Keep up with the Language Study Progress benchmarks so that you do not fall behind on the larger project. These benchmarks are there to help you make steady progress so that you are not overwhelmed at the end of the course.
- Please honor the college policies regarding academic integrity (see MSMU catalog). For the Learning Disability Statement and the Academic Freedom Statement and Grievance Procedures, see the Student Handbook.

## Course Schedule

### Weekend 1 Sunday January 26: Course Introduction and Phonetics In-Class 10:25AM - 04:30PM, Bldg 4, Room 115

#### Topics:

- Misconceptions about language
- Demystifying linguistics
- Personal daily language use/language in context
- The power of language
- Human language vs. animal communication
- Language change
- Prescriptive and descriptive rules
- Linguistic anthropology

Readings due this week	Assignments due this week
1. <i>How English Works</i> , Chapter 1 sections: “A Language like English”, “the Story of Aks”, and “Language, Language Everywhere” (pp. 1-5) and “Progress or Decay” and “Special Focus: Attitudes about Language Change” (pp. 24-26). (optional)	1. <b>Assignment #1:</b> See instructions above for First assignment. 2. <b>Language Map:</b> weekly language use (in class)

### Weekend 2 Sunday February 9: Phonology and Morphology Hybrid online

#### Topics:

- Phonics and phonetics
- Articulation of vowels and consonants
- Phonological rules
- Reading, spelling, and phonics
- Ethnographic Methods

Readings due this week	Assignments due this week
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<ol style="list-style-type: none"> <li>1. Chapter 4 Linguistic Anthropology sections 4.1 “Ethnography” (pp. 84-95) 4.3 “Participant-observation” and 4.4 “Interviews” (pp. 99-110) 4.7 “Electronic recording” (pp. 116-119)</li> <li>2. <i>How English Works</i>, Chapter 3 “Special Focus: History of English Spelling” (pp. 86-89)</li> <li>3. Krashen, “The Phonics Debate 2004” (Canvas)</li> <li>4. Rayner, et al, “How Should Reading Be Taught” (Canvas)</li> <li>5. Red Shirt, “Lakota Words” <i>Tongue Tied</i>, (pp. 174-177)</li> </ol>	<p><b>Language Study:</b> Language and Informant Background information due</p> <p><b>Reading Response #2</b></p>
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**Between sessions:** Interview a student in the linguistic community you are studying. Use the techniques described in Chapter 4 of Linguistic Anthropology and in the Canvas session. Record or videotape the interview if possible.

**Weekend 3 Sunday March 1: Morphology and Syntax**  
**Hybrid online**

Topics:

- Classes of morphemes
- Forming words in English
- Words in cultural context
- Lexical categories
- Generative grammar
- Chomsky and Universal Grammar
- Culture and pragmatics

Readings due this week	Assignments due this week
<ol style="list-style-type: none"> <li>1. <i>How English Works</i>, Chapter 4 “Morphology”</li> <li>2. Pinker, “Coming to Terms”</li> <li>3. Labov, “Academic Ignorance and Black Intelligence” (in <i>Tongue Tied</i>)</li> <li>4. Anzaldúa, “How to Tame a Wild Tongue”</li> </ol>	<p><b>Reading Response #3</b></p> <p><b>Language Study:</b> Phonology and Morphology Section due</p> <p><b>ZOOM Check-In 10:25-11:25</b></p>

**Weekend 4 Sunday March 22: First and Second Language Acquisition**  
**In-class 10:25AM - 04:30PM, Bldg 4, Room 115**

Topics:

- Debunking assumptions about language acquisition
- Stages of language acquisition

- Learning vs. acquisition
- Parentese/caretaker speech
- Second language acquisition theory
- Types of bilingual education/CELDT testing and classification
- Deficit thinking about second language learners
- Affective Filter

Readings due this week	Assignments due this week
1. <i>How English Works</i> , Ch 10 Language Acquisition (except pp. 309-335) <b>OR</b> 2. Moskowitz, "The Acquisition of Language" 3. Delpit, "Language Diversity and Learning" 4. Krashen, "Bilingual Education and Second Language Acquisition Theory" 5. Zentella, "Premises, Promises, and Pitfalls"	<b>Assignment #4</b> Observe and record the speech of a child between the ages of 0 to 5 years old. Be prepared to present what you observe to the class. 10 pts <b>Language Study:</b> Syntax section due <b>Exercise 12.1</b> Informal language use survey Ask Latino or African American speakers specifically about Chicano English/Spanglish <b>or</b> Ebonics/AAVE <b>Reading Response #8</b> The ideal bilingual lesson (in class)

**Weekend 5 April 5: Language Variation and Sociolinguistics**  
**Hybrid online**

Topics:

- Dialect vs. language
- Sociolinguistics: Labov vs. Chomsky, Performance and competence
- Language and social groups
- Code-switching
- U.S. Dialect regions
- Structure of Ebonics
- Strategies for teaching Ebonic speakers
- Spanglish vs. Chicano English
- Gender, identity, and hybridity

Readings due this week	Assignments due this week

<ol style="list-style-type: none"> <li>1. How English Works, Chapter 11 "Language Variation" How English Works,</li> <li>2. Chapter 12 "American Dialects" (p. 391-414)</li> <li>3. Fought, "Watch Your Language"</li> <li>4. Montoya, "Masks and Acculturation" (in <i>Tongue Tied</i>)</li> <li>5. Bailey, "Communications of Respect in Interethnic Service Encounters" (LA)</li> <li>6. Fought, "Discourse Features, Pragmatics and Ethnicity"</li> </ol>	<p><b>Assignment #5</b></p> <p>Exercise 6.7 (in class)</p> <p><b>Language Study:</b> Pragmatics</p> <p>Observation and notes due</p>
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**Weekend 6 April 26: SLA, Language Disorders, Deafness**  
**In-class 10:25AM - 04:30PM, Bldg 4, Room 115**

Topics:

- Types of spectrum disorders
- Autism in a cultural context
- Interventions for autistic children
- Speech and language disorders
- Deaf identity
- Cochlear implant debate

<b>Readings due this week</b>	<b>Assignments due this week</b>
<ol style="list-style-type: none"> <li>1. Rodriguez, "Culturally and Linguistically Diverse Students with Autism"</li> <li>2. Mestel, "Learning to Read a Smile"</li> <li>3. <i>How English Works</i>, "When Things Go Wrong" p. 335-339</li> <li>4. Epstein, "The Cochlear Implant"</li> <li>5. Murvin, "Tammy Gene and Michael's Story"</li> </ol>	<p><b>Assignment #6:</b></p> <p><b>Language Observation Poster Session</b> Last hour of class</p> <p><b>Final draft of Language Study due</b></p>