

Rutgers, The State University of New Jersey

15:253:530 / 05:300:434: FOUNDATIONS OF LANGUAGE

Fall 2021

Online Mixed Instruction

3 credit hours

Instructor: Sarah Gallo (<i>She/her/ella</i>)	Email: sarah.gallo@rutgers.edu (Please allow 24 hours for response M-F)
Virtual Office Hours – By individual by appt.	Prerequisites or other limitations: Admission to the Teacher Education Program (for pre-service teachers)
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid <u> X </u> Online ___ Other: Remote	Permission required: ___ No <u> X </u> Yes Directions about where to get permission numbers: marie.pavelchak@gse.rutgers.edu

Learning Goals:

- To obtain knowledge regarding language as a phenomenon;
- To understand theoretical and applied concerns related to language;
- To develop knowledge regarding the connections among language, power, racism, xenophobia, and oppression;
- To develop asset-based, anti-racist approaches to understanding the connections between language and language learning & teaching.

Course Description:

This course focuses on language use and function with traditional aspects of language, such as sound, form, and meaning. It will operate as a topics course and cover a wide range of language-related areas such as phonetics, phonology, syntax, semantics, and pragmatics, among others. The focus is on how to best understand the linguistic resources of diverse students—such as those who speak other languages (e.g., Spanish) or other varieties of English (e.g., Black English)—as a foundation to leverage these resources for classroom-based learning.

Disability Services:

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Overall Course Policies:

- *Synchronous Weeks:* Our class will meet synchronously online via Zoom 7 Wednesdays during the semester from 5:00-8:00pm. Attending these synchronous meetings will deepen your learning and you should participate. If you absolutely cannot participate synchronously, you will watch the recorded class session and complete an additional assignment. Please let me know prior to the class if you will be absent, so I can plan groupings.
- *Asynchronous Weeks:* The remaining weeks will be asynchronous. You will watch recorded presentations and complete activities. In lieu of direct synchronous peer interactions, you will participate in online discussion forums and responses with peers (see below).
- *Deadlines:* Students are expected to complete all assignments on time. That being said, I want your best work and I know that flexibility can help you achieve this. If you cannot meet a deadline for an assignment contact me ahead of time to arrange an extension. Late work will only be accepted without penalty by prior arrangement or in the case of an unforeseeable event.
- *Pandemic:* I maintain the same high expectations for all student and I also realize we are still in a global pandemic, which requires flexibility and understanding. **If challenges arise, please reach out to me so I can problem solve with you.** My goal is to support you and to foster a space in which we all support one another. I hope we can all offer each other grace and kindness as we navigate online learning in this course together.

Your Well-Being and Campus Supports

It is common to face challenges during college and graduate school, especially during challenging times like a pandemic. Please get to know these campus-based resources and reach out if there is any way I can be helpful: <https://socialwork.rutgers.edu/personal-support-new-brunswick>

Equity, Diversity, & Inclusion through Anti-Racist Pedagogy

In this course I strive to foster an environment that addresses equity, diversity, inclusion and anti-racist pedagogy. Content-wise we reflexively engage with topics related to privilege, oppression, and language ideologies and explicitly seek to interrogate how anti-Blackness, often through subconscious positionings of Black people's language as 'bad English,' permeates learning and teaching. Anti-racist pedagogy in the language education classroom requires expanding our teaching beyond the focus on mainstream English (or named World Language) to make sure we consider how students' full linguistic repertoires are invited, understood, and built upon for learning. As a learning community I invite us to be aware of and collectively address how taken for granted norms in our educational institutions, that are often reflective of white supremacist values that have become normalized, may discount our diverse knowledges, languages, and experiences. I hope we can be attuned to addressing these inequities within our collective learning.

Caretaking:

At all times I strive to be inclusive to caretakers, and now, in our online learning space, with some children learning from home or schools facing closures, we can expect children to be present in class from time to time. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in caretaker status.

Grading:

A	90-100%	C+	75-79%
B+	85-89%	C	70-74%
B	80-84%	F	69% or below

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/academic-integrity-policy/> for a full explanation of policies.

Technical Assistance:

We will be using Canvas as a learning environment for this class and Zoom for our synchronous class sessions. Students will therefore need to have access to the Canvas course management system, the shell associated with this course, and Zoom (directly to our course site). Please make sure you are familiar with Canvas and Zoom by the beginning of the semester. There will be no training on how to use these tools during the course. Your instructor is not responsible for technical issues related to Canvas. Please contact the Canvas Support Center if you are having troubleshooting issues. The instructor may have to email you using Rutgers' email system, so please check your scarletmail account at least weekly.

Canvas Support Email: help@canvas.rutgers.edu Phone: 877-361-1134

This link will help you get started with Zoom <https://support.zoom.us/hc/en-us/articles/360034967471-Quick-start-guide-for-new-users>

This link will help you get started with Canvas: <https://tlr.rutgers.edu/getting-started-canvas-students>

Required Text:

Moats, L.M. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes.

Please make sure to get the 2020 3rd Edition, as this is what we will use for our practice problems, etc (and is better for our purposes than the 2nd edition).

All other readings will be available as PDFs on our Canvas Site

Expectations: This class is a 3-credit class. This includes 3 hours of “in-class” work each week with the instructor and the other students and an expectation that each student will spend at least another 5 hours per week on out-of-class work. During out synchronous weeks we will spend these 3 hours together remotely, and during asynchronous weeks you will go through presentations and reflection at your own pace, and complete online discussion and response posts with your colleagues. To receive an “A” in this class, you should expect to do more than the minimum in time, effort, and quality of work.

Assignments:**Participation: 8.5%**

Overall: The class is a learning community that depends on respect, cooperation, professionalism, and communication among all of us. This includes joining our class on time, being prepared for each day's work, completing assignments in a timely manner, contributing orally and via the chat to discussions and problem solving, and supporting other people's participation. Actively contributing during whole group and small group activities plays a significant role in this grade. It also includes respectful expression of agreement or disagreement – with support for your point of view and arguments – with other students and with the professor. It does not include arriving late or leaving early unless there are unforeseen circumstances out of your control. If you must miss any class or part of a class, please contact me in advance (sarah.gallo@gse.rutgers.edu).

Grade: Your participation grade will reflect your meaningful contributions to whole and small groupwork over the course of the semester, including meeting with a colleague to provide feedback on the final assignment during Week 14.

Missing Synchronous Sessions: My hope is that everyone will be able to attend all of the synchronous sessions, as this is a space for us to actively engage in collective learning and this will support your learning in this course. Nonetheless, I understand that you may not be able to attend due to unforeseen circumstances. If this occurs, please watch the entire recorded session that I will post to our Canvas site and submit the **'Reflection on Synchronous Session' assignment** prior to the following week's scheduled meeting time.

Readings and Reading Summaries (11): 16.5%

(1.5 points each)

Each week you will upload a brief summary for each reading prior to our class time on Wednesday. I have provided a template to use. Each RS entails a 2-4 sentence summary, 3-5 key terms and definitions, 1+ connections to your teaching or research, questions you have, and an optional section for connections to other readings. This assignment is meant to help you document and organize your learning across the semester. The amount of detail you include, etc. depends on what works best for your own learning. See rubric for grading and those uploaded after that week's class will not receive credit.

Flipgrid/Discussion Posts (5): 15%

(2 points initial post, 1 point response to peers' posts)

During ASYNCHRONOUS weeks I post a prompt for you to engage with and apply the content from this session's materials. This is in lieu of our class-based peer work. By the following class period you will post your response to the prompt, read some of your peers' responses, and respond to at least 3 of your peers' responses. You will complete some of these posts as videos using FLIPGRID, and leave video responses to your peers. Other asynchronous weeks you create written posts and responses using the DISCUSSIONS tool. Each initial written post must include at least 1 APA citation from that week's readings. Each video post must explicitly reference a reading too. For example, you might say "As Moats (2020) discussed, it is important to teach vocabulary as part of semantic networks rather than stand alone words." Your responses to peers do not need to include APA citations.

Annotated Problem Sets (5): 20%

Over the course of the semester you will solve linguistic problems during the weeks dedicated to the main structures of language (phonetics, phonology, morphology, syntax and semantics). These will come from the chapters in Moats. The steps entail: 1) You will complete the practice problems. 2) You will use the answer key to correct your practice problems and annotate them (make notes to yourself) on how to do the portions correctly that were challenging for you. 3) You will submit your answers AND annotated corrections by Wednesday class time for that week. Make sure to submit them before you watch the modules for that week. Feel free to work with classmates on these problems. You can submit your practice problems and annotated corrections in the format that works best for you: as a word/google doc; a picture of your handwritten work, etc. Assignments in this category will be graded for on-time completion and detail: if you submit the completed work by the deadline, you will get full credit. If it is on-time but incomplete or limited depth, it will receive half credit. You are not penalized for answering questions incorrectly: the focus is on your growth and learning.

Open-Book Quizzes (4): 20%

There will be four open-book multiple-choice quizzes. You will have 1 week to take them. I suggest you watch the modules on that given topic (e.g., phonetics) prior to taking the quiz. They will be graded for accuracy. There is no time limit for these quizzes. If you are not satisfied with the grade you have earned, you can re-take the quiz once within the following week and your higher grade of the two will count.

Portfolio of Language Structures Final Assignment (submitted via LiveText, NOT Canvas): 20%

Your final project will require you to design a lesson plan that applies structures of language from students' additional languages to mainstream English (or the named World Language you teach) during routine academic learning. The purpose of this assignment is to evaluate your ability to design and receive constructive feedback on a lesson plan that carefully analyzes how the structure of English and a student's additional language variety shape their learning. There are two components to this assignment. For the first you will design a lesson and materials (draft version 1.0), implement it with a peer to receive constructive feedback (meeting virtually), and then update the lesson based on this feedback (final version 2.0). For the second component you will write a reflective paper with APA citations that demonstrates your understandings of the structure of English and another language and how this knowledge has informed your pedagogical choices within the lesson.

Full Course Schedule by Week

Please note the asynchronous/synchronous schedule

#	Date	Topic	Readings ¹	Assignment Due	Class Type
1	Sept. 1	Our Linguistic Diversity	Diaz-Rico & Weed 2002 Espinosa & Ascenzi-Moreno 2021 (Intro)		Asynchronous
2	Sept. 8	Phonetics	*Moats Ch 2: Phonetics	Wk 1 Flipgrid Introduction Post & Responses Phonetics Practice Questions Reading Summary (RS)	Asynchronous
3	Sept. 15	Privilege & Language Ideologies	Sensoy & DiAngelgo 2017 Ch 6 Lippi-Green 2004	Wk 2 Phonetics Discussion Post & Responses Phonetics Quiz Reading Summary	Synchronous W 5-8pm
4	Sept. 22	Phonology	*Moats Ch 3: Phonology Charity Hudley & Mallinson (2010) p. 79 -86	Phonology Practice Questions Reading Summary	Asynchronous
5	Sept. 29	Phonology & Pedagogy	Espinosa & A-M Ch 3: pp. 64-68 Razfar & Rumenapp Ch3	Wk 4 Phonology Flipgrid + Responses Reading Summary	Synchronous W 5-8pm
6	Oct. 6	Morphology	*Moats Ch 5: Morphology	Phonology Quiz Morphology Practice Questions Reading Summary	Asynchronous

¹ Asynchronous weeks will also include all recorded presentations, activities, etc that should take ~ 3 hours (like synchronous course time) to complete

7	Oct. 13	Morphology & Pedagogy	Perez 2004 Freeman & Freeman Ch8 OR Razfar & Rumenapp Ch6	Wk 6 Morph Discussion + Responses Reading Summary	Synchronous W 5-8pm
8	Oct. 20	Syntax	*Moats Ch 6: Syntax Charity Hudley & Mallinson (2010) pp. 89 - 95	Morphology Quiz Syntax Practice Questions Reading Summary	Asynchronous
9	Oct. 27	Syntax & Pedagogy	Razfar & Rumenapp Ch5 Espinosa & A-M Ch 6	Wk 8 Syntax Discussion + Responses Reading Summary	Synchronous W 5-8pm
10	Nov. 3	Semantics	*Moats Ch 7: Semantics pp. 220 – 236 Read Final Assignment Materials	Syntax Quiz Semantics Practice Questions Reading Summary	Asynchronous
11	Nov. 10	Pragmatics & Writing	Loewen (2017) pp. 128-135 Escamilla & Coaty 2001	Submit google form final assignment Sign into LiveTEXT Reading Summary	Synchronous W 5-8pm
12	Nov. 17	Critical Language Awareness	Baker-Bell 2020 Ch4	Reading Summary	Synchronous W 5-8pm
13	Nov. 24	Language Objectives & Lesson Planning	Watch modules on language objectives and APA	Draft your lesson plan and materials (Version 1.0) before meet w/ peers	Asynchronous
14	Dec. 1	Peer Feedback on Lesson Plans	Meet with small group for peer feedback	Revise your lesson plan and materials based on peer feedback (Version 2.0)	Asynchronous
15	Dec. 8	Reflection & Goal- Setting		Final Lesson & Reflection Paper Due	Synchronous

TESOL Standards

TESOL Standard 1: Knowledge About Language: Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

TESOL Standard 3: Planning and Implementing Instruction: Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

TESOL Standard 5: Professionalism and Leadership: Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

New Jersey Professional Standards for Teachers (NJPST, 2014)

Standard One: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard Two: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard Three: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard Five: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard Six: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard Seven: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard Eight: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard Nine: Professional Learning : The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Eleven: Ethical Practice: The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Council for the Accreditation of Educator Preparation (CAEP) Competencies Met for Advanced Programs

Competency One: Application of data literacy

Competency Two: Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies

Competency Three: Employment of data analysis and evidence to develop supportive school environments

Competency Four: Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizers, and parents

Competency Six: Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to the field of specialization

References:

- Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.
- Charity Hudley, A.H. & Mallinson, C. (2010). *Understanding English language variation in U.S. Schools*. Teachers College Press.
- Diaz-Rico, L.T. & Weed, K.Z. (2002). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (pp. 28-45). Allyn and Bacon.
- Escamilla , K. & Coady, M. (2001) Assessing the writing of Spanish speaking students: Issues and suggestions. In J. Tinajero and S. Hurley (Eds). *Handbook for Literacy Assessment for Bilingual Learners*, pp. 43-63. Boston: Allyn & Bacon.
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- Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What teachers need to know to teach ESL, reading, spelling, grammar* (2nd edition). Heinemann.
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- Michaels, S. (2006). Narrative presentations: An oral preparation for literacy with first graders. In J. Cook-Gumperz (Ed.), *The social construction of literacy* (2nd ed., pp. 110-137). Cambridge University Press.
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- Razfar, A., & Rumenapp, J. (2013). *Applying Linguistics in the Classroom: A Sociocultural Approach*. Routledge.
- Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal? An introduction to key concepts in social justice education*. Teachers College Press.
- Souto-Manning, M. & Martell, J. (2016). *Reading, writing, and talk: Inclusive strategies for diverse learners, K-2*. Teachers College Press.