

**CIEP 504: Applied Linguistics for Teachers**  
**School of Education, Loyola University Chicago**  
**Fall Semester 2015**

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**Instructor:** Dr. Amy J. Heineke ([aheineke@luc.edu](mailto:aheineke@luc.edu))  
**Class Location:** Vernon Hills Campus, Cuneo Mansion & Gardens  
**Class Hours:** Wednesdays, 6:00 – 8:30 PM (office hours before class)

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**Course Description:**

This course centers on applied linguistics as a field of study, in which teachers identify, investigate, and offer solutions to language-related problems in education by applying evolving understandings and interpretations related to the study of language. Course content introduces teachers to theories of general and applied linguistics, focused on the nature and complexity of human language through study of language subsystems and principles of language acquisition. The course shifts to focus on approaches to studying language education, engaging participants in the work of community- and school-based applied linguistics. Teachers engage in two research projects: (a) ethnographically designed study of a linguistically diverse community, and (b) applied linguistics research project using professional literature to solve a problem impacting their practice as a language teacher. All course topics weave in discussion on the role of language in teaching and learning, as well as stress the relevant implications for effective instruction in culturally and linguistically diverse classrooms.

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**Course Readings:**

- ❖ De Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia, PA: Calson. (available online or in campus bookstore)
  - ❖ Various articles and chapters (available as PDF files on Sakai)
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**Course Outcomes:** Teachers and teacher candidates will be able to:

- ❖ Demonstrate knowledge of theories and principles of applied linguistics (ISBE A: 1b).
  - ❖ Demonstrate knowledge of language and its various subsystems function. (ISBE A: 1b)
  - ❖ Demonstrate knowledge of the interplay of language, culture, and identity. (ISBE A: 1a, 1c)
  - ❖ Describe the role of language(s) in teaching and learning. (ISBE A: 1c, 1e)
  - ❖ Describe the place of language(s) in the culture of the classroom. (ISBE A: 1c, 1e)
  - ❖ Describe the interplay of home and school cultures and languages. (ISBE A: 1c, 1e)
  - ❖ Design classroom and school practices to support students' language development. (ISBE A: 1f, 1g)
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**Related TESOL Standards:**

- **1.a.1.** Demonstrates knowledge of the components of language and language as an integrative system.
- **1.a.2.** Apply knowledge of phonology, morphology, syntax, semantics, and pragmatics to help ELLs develop oral, reading, and writing skills in English.
- **1.a.3.** Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.
- **1.a.4.** Demonstrate proficiency in English and serve as a good language model for ELLs.
- **1.b.1.** Demonstrate understanding of current and historical theories and research in language acquisition as applied to ELLs.
- **1.b.3.** Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.
- **1.b.4.** Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English.
- **1.b.5.** Understand and apply knowledge of individual learner variables in the process of learning English.

- **2.d.** Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families
- **5.a.1.** Demonstrate knowledge language teaching methods in their historical contexts.
- **5.a.2.** Demonstrate knowledge of the evolution of laws and policy in the ESL profession.
- **5.a.3.** Demonstrate ability to read and conduct classroom research.
- **5.b.1.** Participate in professional growth opportunities.
- **5.b.2.** Establish professional goals.
- **5.b.3.** Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.
- **5.b.5.** Advocate for ELLs' access to academic classes, resources, and instructional technology.
- **5.b.6.** Support ELL families.
- **5.b.7.** Serve as professional resource personnel in their educational communities.

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**IDEA Objectives:** At the end of the semester, you will complete a course evaluation. Specific objectives are selected at the beginning of the semester that will guide the evaluation. Typically situated at the end of the ELTL or ESL program of study, this course aims to bring together knowledge and skills of language teaching and learning to:

- Apply what you have learned in this class and others to solve a problem and make decisions about your current or future practice in language education.
- Find and use academic, community, and school resources to answer questions and solve problems related to language teaching and learning.
- Acquire an interest in learning more about language, language learning, language difference, and language education by asking questions and seeking answers.

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### **Course Assignments:**

Course assignments are designed to address specific standards, objectives, and evaluation criteria. Rubrics with detailed descriptions and criteria are available on Sakai and should be used to guide completion of all assignments. To be considered acceptable, assignments need to be (a) submitted on time, (b) typed and double-spaced in 12-point font with one inch margins, (c) cite sources for all quotes, paraphrases, and adapted ideas, (d) use APA style (6<sup>th</sup> ed.) for citing references, and (e) submit all assignments using LiveText unless otherwise discussed.

#### **1. Linguistic Autobiography (10 percent of final grade)**

Candidates will reflect upon his or her linguistic background and identity, including first language development, second language acquisition, exposure to languages and linguistic diversity, experiences with linguistically diverse individuals, perceptions of language in schools and society, and goals and aspirations related to language teaching and learning. This will frame the selection of foci for the two research-based explorations of language use in this course. Please note that candidates are welcome to take creative freedom with this assignment, and a paper is not the expected product.

#### **2. Community and School Language Profile (35 percent of final grade)**

Candidates will select a community in the Chicago area to explore and analyze the linguistic funds of knowledge and resources. Grounded in the sociolinguistic tradition, the profile will share how community members use language and literacy at homes and in the community, not limited to the English language. Candidates will then select a school in that community to explore and analyze the school-based language environment and programs. Evaluation will include both findings and recommendations to improve and better align language teaching and learning in that specific community.

#### **3. Applied Linguistics Reflection (35 percent of final grade)**

Candidates will identify a problem in language education, typically one that has emerged in their professional practice as a teacher. Candidates then select professional literature to inform and attempt to

solve that problem. Candidates will then reflect on the literature and course experiences to respond to the original problem. The reflection will also include how course learning will be incorporated into his or her practice as a language teacher, specifically the (a) incorporation of elements of social justice, (b) identification of major areas of learning, and (c) suggestions of professional goals for the future.

#### 4. **Course Participation (20 percent of final grade)**

Participants are enrolled in this course as professionals who want to learn. Accordingly, they are expected to attend all sessions and be ready to participate. Participation includes (a) deeply reading and preparing for the course content prior to class sessions, (b) thoroughly preparing to share comments and questions based on previous class discussions, readings, and prior experiences, (c) actively engaging in dialog throughout the entire class in a professional matter, and (d) completing any pre-work, post-work, or hybrid activities prior to or after formal class sessions. Additionally, with four hybrid sessions included to support the ample independent research and related collaborative supports, participants are expected to engage in all hybrid session activities, which include both ethnographic fieldwork and online posts and discussions.

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#### **Grades:**

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

A = 100 to 93 percent

B = 87 to 83 percent

C = 76 to 70 percent

A- = 92 to 90 percent

B- = 82 to 80 percent

D = 70 to 65 percent

B+ = 89 to 88 percent

C+ = 79 to 77 percent

F = 64 and below

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### **University and School Policies and Information**

**Conceptual Framework Standards:** The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. Grounded in the principles of *Professionalism in Service of Social Justice*, this course addresses the conceptual framework in that teachers investigate and recommend ways to promote educational equity for ELs by (a) aligning and drawing from home and community linguistic repertoires and resources, and (b) shifting micro- and macro-level practices in classrooms, schools, and communities to support language development and academic achievement of students.

**Dispositions:** In addition to knowledge and skills central to this course, you will be assessed on dispositions related to *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be assessed using the class participation and attendance rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your final mini-inquiry project.

**Technology:** This course incorporates technology. Sakai will be regularly utilized for all course documents and materials, seek out online websites and resources, collaborate via discussion boards, communicate with the professor, and check announcements and grades.

**Diversity:** This course focuses on language education, policy, and instruction for ELs, encompassing the broad array of culturally and linguistically diverse populations of students and families in the Chicago metropolitan area. Due to the nature of the course topic focused on ELs, issues of diversity will be woven through the entire course.

**Syllabus Addendum Link:** [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

## Course Schedule

*Professor reserves the right to make changes to the schedule, topic, readings and assignments.*

Date	Topics	Readings	Assignments
<b>Class 1</b> Aug 26 <sup>th</sup>	<b>Course Introduction</b> Syllabus & course overview Applied linguistics for teachers	n/a	
<b>Class 2</b> Sept 2 <sup>nd</sup>	<b>Teachers as Applied Linguists</b> Linguistic autobiographies Teachers' roles in EL education	Chapters 1 & 2	<b>Linguistic Autobiography</b>
<b>Class 3</b> Sept 9 <sup>th</sup>	<b>Teachers as Agents of Change I</b> Language and power in society & education Using applied linguistics as teachers	Chapter 4	CSLP & ALR Proposals
<b>Class 4</b> Sept 16 <sup>th</sup>	<b>Language &amp; Linguistics in Communities</b> Familial linguistic repertoires Language maintenance, shift & loss	Chapter 3 Heath article	
<b>Class 5</b> Sept 23 <sup>rd</sup>	<b>Language &amp; Linguistics in Districts</b> Language policies in local practice Language program models for ELs	Chapters 5 & 6	<i>CSLP, Community Profile</i>
<b>Class 6</b> Sept 30 <sup>th</sup>	<b>Language &amp; Linguistics in Schools</b> School & classroom language practices Language & linguistics in daily practice	Chapter 7 Cummins article	
<b>Class 7</b> Oct 7 <sup>th</sup>	<b>Teachers as Agents of Change II</b> Ethnographic data collection of language use Collaborative linguistic data analyses	Supplemental Readings	<i>CSLP, School Profile</i>
<b>Class 8</b> Oct 14 <sup>th</sup>	<b>Language as Resource in Schools</b> Multilingual repertoires in practice Heritage language teaching & learning	Garcia article Valdes article	
<b>Class 9</b> Oct 21 <sup>st</sup>	<b>Language as Resource in Communities</b> Sharing CSLP findings & recommendations Actionable next steps as teacher advocates	TBD	<b>Community &amp; School Language Profile</b>
<b>Class 10</b> Oct 28 <sup>th</sup>	<b>Teachers as Agents of Change III</b> Principles of educational equity Applied linguistics problem-solving	Chapter 8	<i>ALR, Problem Statement</i>
<b>Class 11</b> Nov 4 <sup>th</sup>	<b>Shifting EL Education in Classrooms</b> Affirming students' identities Incorporating funds of knowledge	Chapter 9	<i>ALR, Classroom Studies</i>
<b>Class 12</b> Nov 11 <sup>th</sup>	<b>Shifting EL Education in Schools</b> Promoting additive multilingualism School structures & systems	Chapter 10 Heineke et al. article	<i>ALR, School Studies</i>
<b>Class 13</b> Nov 18 <sup>th</sup>	<b>Shifting EL Education in Districts</b> Structuring for integration Increasing language status	Chapter 11	<i>ALR, District Studies</i>
Nov 26 <sup>th</sup>	Thanksgiving Break; No Class		
<b>Class 14</b> Dec 2 <sup>nd</sup>	<b>Course Conclusion</b> Teachers as policy catalysts Final thoughts & reflections	Chapter 12	<b>Applied Linguistics Reflection</b>