

CIEP 504: Applied Linguistics for Teachers

English Language Teaching & Learning

School of Education

Loyola University Chicago

Spring Semester 2018

Instructor:	Dr. Amy J. Heineke
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Office Hours:	By appointment
Class Location:	Online (asynchronous)

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.

Course Readings:

- ❖ De Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia, PA: Calson. (available at Loyola bookstore)
- ❖ Other readings posted as PDF files on Sakai site
- ❖ Additional supplemental and selected readings will vary by teachers' selected areas of study; these will be posted on Sakai and accessible online

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)

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 the role 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.

IDEA Objectives

- At the end of the semester, you will complete an online course evaluation provided by IDEA. 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 aimed 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.

Course Assignments:

The course assignments are designed to address specific standards, objectives, and evaluation criteria. Rubrics with these detailed description and criteria are available on Sakai and should be used to guide the completion of all assignments. In order 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) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6th ed.) for citing references, and (f) submit all assignments using LiveText unless otherwise discussed.

1. Community and School Language Profile (40 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.

2. Applied Linguistics Reflection (40 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.

3. **Course Participation (20 percent of final grade)**

Participants are enrolled in this course as professionals who want to learn. Accordingly, they are expected to engage in all facets of the online learning medium. Participation includes (a) deeply reading and preparing for online discussions, (b) thoroughly preparing to share comments and questions based on readings and prior experiences, and (c) actively engaging in online dialogue throughout the semester in a professional matter. Additionally, with ample independent research in the field required for course assignments, participants are expected to engage in all online session activities, which include both ethnographic fieldwork and online posts and discussions.

4. **Dispositions (No grade attached)**

All courses in the SOE assess student dispositions. In this course, the instructor will evaluate you on three key dispositions: *Professionalism, Inquiry, and Social Justice*. You can locate the rubric on LiveText to understand how you will be evaluated in each of these areas.

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

University and School Policies and Information

Conceptual Framework and Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Our mission is social justice, but our responsibility is social action through education. Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

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. Further,

this course emphasizes the central role of the teacher in language policy, supporting the negotiation of policies and practices to promote social justice in linguistically diverse schools and classrooms.

As a part of this course, candidates complete an assignment, ***Applied Linguistics Research & Reflection***, which is a core assessment for TESOL accreditation and evaluates two conceptual framework standards:

- ***CFS1: Candidates critically evaluate current bodies of knowledge in their field.***
- ***CFS3: Candidates demonstrate knowledge of ethics and social justice.***

To address the first standard, candidates will address a problem in their practice as language educators, review the related literature, and use that literature to solve identified problems of practice. To address the third standard, candidates will demonstrate that they embrace their roles as central actors in EL education – putting forth a problem that is ethical and promotes the equitable educational access of ELs in their classrooms.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on ***STUDENT IDEA LOGIN*** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link: www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Course Schedule

For each date span, there is a document that provides the professor's insight on the topic, reading, and assignment. Please read that document (on Sakai resources) and then contribute to the discussion forums for the date span. The professor reserves the right to make changes to the schedule, topic, readings and assignments.

Dates & Topics	Readings	Online Tasks	Focal Project Facets
Jan 16-19 Course Introduction	Chapters 1 & 2	Online Discussion Syllabus Review	n/a
Jan 22 – Feb 2 Exploring Language Use in Homes & Communities	Heath article Zentella chapter	Online Discussion Post Community Data	CSLP Community Profile
Feb 5 – 16 Exploring Language Use in Schools & Classrooms	Chapters 5 & 7	Online Discussion Post School Data	CSLP School Profile
Feb 19 – 23 Analyzing Language Use across Contexts	Chapters 3 & 4	Online Discussion Post Linguistic Analysis	CSLP Linguistic Analysis
Feb 26 – Mar 2 Aligning Linguistic Assets across Settings	Chapter 8 Garcia chapter	Online Discussion	CSLP Solutions & Suggestions
March 2	Community and School Language Profile (CSLP) Due to LiveText		
Mar 12 – 16 Solving Problems with Applied Linguistics	Staehr-Fenner chapter	Online Discussion Post Problem Statement	ALRR Problem
Mar 19 – 23 Contextualizing Problems in History & Policy	Chapter 6	Online Discussion	ALRR Context
Mar 26 – Apr 6 Amassing & Applying Language Research	Chapters 9 & 10	Online Discussion	ALRR Literature Review
Apr 9 – 20 Solving Problems to Improve EL Education	Chapter 11 Heineke et al. article	Online Discussion	ALRR Solutions & Suggestions
Apr 23 – 27 Course Conclusion	Chapter 12	Online Discussions Post ALRR Presentations	ALRR Reflection
April 27	Applied Linguistics Research & Reflection (ALRR) Due to LiveText		