

**CIEP 504: Applied Linguistics for Teachers**  
**School of Education, Loyola University Chicago**  
**Summer Session B (July 6 – August 12, 2016)**

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**Office Hours:** By appointment  
**Class Location:** Cuneo Hall Room 302  
**Class Hours:** Mondays & Wednesdays, 5:00 – 8:00 PM

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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 three research projects: (a) linguistic case study of two languages other than English b) 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:**

Required textbook: *(available at campus bookstore)*

- ❖ De Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia, PA: Calson.

**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. [LiveText](#)

**Required readings:** *(available as PDF files on Sakai)*

- ❖ Cummins, J. (2009). Fundamental psycholinguistic and sociological principles underlying educational success for linguistic minority students. In T. Skutnabb-Kangas et al. (Eds.), *Social justice through multilingual education* (pp. 19-35). Buffalo, NY: Multilingual Matters.
- ❖ Bialystok, E. (1997). Effects of bilingualism and biliteracy on children's emerging concepts of print. *Developmental psychology*, 33(3), 429.
- ❖ Farr, M. (2011). Urban plurilingualism: Language practices, policies, and ideologies in Chicago. *Journal of Pragmatics*, 43(5), 1161-1172.
- ❖ Garcia, O. (2008). Multilingual language awareness and teacher education. In *Encyclopedia of language and education* (pp. 2130-2145). Springer US. Page 386.
- ❖ Garcia, O. (2009). Education, multilingualism and translanguaging in the 21st century. *Multilingual education for social justice: Globalising the local*, 140-158.
- ❖ García, O., Bartlett, L., & Kleifgen, J. (2007). 8. From biliteracy to pluriliteracies. *Handbook of multilingualism and multilingual communication*, 5, 207.

- ❖ Heineke, A., Coleman, E., Ferrell, E., & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools*.
- ❖ Moll, L. C., Saez, R., & Dworin, J. (2001). Exploring biliteracy: Two student case examples of writing as a social practice. *The Elementary school journal*, 435-449.
- ❖ Ricento, T., & Hornberger, N. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly*, 30, 401-427.
- ❖ Ruiz, R. (1984). Orientations in language planning. *NABE journal*, 8(2), 15-34.
- ❖ Skutnabb-Kangas, T., & McCarty, T. L. (2008). Key concepts in bilingual education: Ideological, historical, epistemological, and empirical foundations. In *Encyclopedia of language and education* (pp. 1466-1482). Springer US.

Additional supplemental and selected readings will vary by teachers' selected areas of study; these will be posted on Sakai and accessible online

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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 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.
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### IDEA Objectives

- 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:
  - Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
  - Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
  - Learning to apply course material (to improve thinking, problem solving, and decisions).
  - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
  - Acquiring skills in working with others as a member of a team.
  - Learning how to find, evaluate and use resources to explore a topic in depth.

### IDEA Course Evaluation Link for Students

- 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. The link to the IDEA Campus Labs website: <http://luc.edu/idea/>  
Go to the **Student IDEA Log In**.

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### 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 (6<sup>th</sup> ed.) for citing references, and (f) submit all assignments using LiveText unless otherwise discussed.

#### 1. *Linguistic Autobiography (5 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 three 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. *Linguistic Case Study (25 percent of final grade)*

You will have the opportunity to observe and analyze language forms, functions and practices, using linguistics to inform your teaching.

This includes:

1. Compiling a language biography, language profile, language status in the US, and language perception
2. Examining properties of the L1/ D1 and observations of the L2/ D2 in practice
  - a. Phonology

- b. Morphology
- c. Syntax
- d. (if applicable) writing system

3. Reflecting on biliteracy practices to create linguistically-informed teaching i.e. lesson planning complete with the incorporation of funds of knowledge

**3. *Community and School Language Profile (25 percent of final grade)***

Candidates will examine a 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.

**4. *Applied Linguistics Reflection (25 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.

**5. *Course Participation and Online Class Facilitator (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.

\*Students are strongly discouraged from missing class. As there are only 7 in-person meetings, more than one absence will result in a lowered letter grade.

***Online facilitation of discussion:***

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.

Students will sign up (during the first class) to lead one online discussion. 4-5 leaders will be responsible for leading the week's online discussion of the readings. This means that each facilitator will read and post two thought-provoking, integrative discussion questions for their classmates. These questions must be posted by Wednesday at 5pm. Other classmates are responsible to read and choose to respond to two questions. Responses must be posted by Thursday at midnight. Discussion leaders will then read their classmates' responses and prepare a brief synopsis/discussion commentary for the class the following Monday (3-5 min.)

**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

A- = 92 to 90 percent

B+ = 89 to 88 percent

B = 87 to 83 percent

B- = 82 to 80 percent

C+ = 79 to 77 percent

C = 76 to 70 percent

D = 70 to 65 percent

F = 64 and below

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## University and School Policies and Information

**Academic Honesty:**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**EthicsLine Reporting Hotline:**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Electronic Communication Policies and Guidelines:**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of

integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

### **Conceptual Framework Standards: *Social Action through Education:***

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups. The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us.

This course addresses the conceptual framework in a variety of ways. Teachers will investigate and recommend ways to promote social justice and social action for multilingual learners by (a) aligning and drawing from home and community linguistic repertoires and resources, and (building trust and relationships with our partners in education, to understand that we must work not for communities but to be *of* those communities.

### **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.

### **LiveText:**

LiveText is an electronic system that has been adopted by hundreds of universities to assist in program assessment. *LiveText* provides you with access to a very valuable technology tool that assists you in assessing and documenting your academic efforts, and allows the School of Education to gather necessary outcome information for ongoing program assessment and to build the finest professional preparation programs as possible. Various key projects and assignments will be assessed using the *LiveText* system. The system will permit you to create your own on-line professional portfolio documenting the mastery of skills and knowledge benchmarked against professional standards. [LiveText](#)

### **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.

## Course Schedule

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

Class	Locale	Topic	Readings Due	Assignment Due
<b>Class 1</b> July 11	LSC	<b>Course &amp; Content Introduction</b> Syllabus & course overview Applied linguistics for teachers Linguistic diversity Teachers' linguistic autobiographies		
<b>Class 2</b> July 13	Hybrid	<b>Teachers, Language, &amp; Linguistics</b> Introduction to Field of Linguistics Teachers' roles in language education	Text Chapters 1, 2 & 3 & <i>Online Discussion</i>	Linguistic Autobiography
<b>Class 3</b> July 18	LSC	<b>Bilingualism &amp; Biliteracy</b> Exploring bilingualism Introduction of Case Study Contrastive analysis	Moll et al., 2001 Bialystock, 1997	Case Study Part 1
<b>Class 4</b> July 20	<i>Hybrid</i>	<b>Language Planning &amp; Policy</b> Language, power, & ideology Language policy & planning	Text Chapter 4 Ricento & Hornberger, 1996 Ruiz, 1984 & <i>Online Discussion</i>	
<b>Class 5</b> July 25	LSC	<b>Language &amp; Linguistics in Schools</b> School language program models Applied linguistics problem-solving Linguistic & Cultural bias & modifications	Text Chapters 5, 6, & 7 Cummins, 2009 Basterra, 2011 (?)	Case Study Part 2
<b>Class 6</b> July 27	<i>Hybrid</i>	<b>Language As Social Practice</b> Affirming identities in classrooms & schools Incorporating funds of knowledge	Text Chapters 8 & 9 Garcia, 2009 <i>Online Discussion</i>	
<b>Class 7</b> August 1	LSC	<b>Application to Language Problems</b> Applied linguistics problem-solving Translanguaging & Plurilingualism in Chicago Sharing of Case study (?)	Garcia et al., 2007 Farr, 2011	Case Study Part 3
<b>Class 8</b> August 3	<i>Hybrid</i>	<b>Macro-Level Language Practices</b> Promoting additive multilingualism Structuring for integration in schools	Text Chapters 10 & 11 Heineke et al., 2012 <i>Online Discussion</i>	
<b>Class 9</b> August 8	LSC	<b>Shifting Language Policies</b> Reframing education in Illinois schools Language advocacy Teachers' Roles & Teacher Education	Text Chapter 12 Garcia, 2008 Independent research articles related to individual papers	Community/ School Language Profile
<b>Class 10</b> August 10	<i>LSC</i>	<b>Course Conclusion</b> Sharing of experiences & assignments		Applied Linguistics Reflection