# CIEP 504-001: Applied Linguistics for Teachers

**School of Education, Loyola University Chicago**
**2nd Summer 2017 (July 5 – August 11)**

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| **Instructor:** | Mark Litwicki, Ph.D. |
| **Email:** | mlitwic@luc.edu |
| **Office Hours:** | Online, by appointment |
| **Class Location/hrs:** | Online |

## 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 (c) 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

Required textbook: *(available at campus bookstore)*
   ❖ De Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia, PA: Calson.

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.
   ❖ Heath, S. B. (1989). What no bedtime story means: Narrative skills at home and school. *Language in Society*, 11, 49-76.
   ❖ Heineke, A., Coleman, E., Ferrell, E., & Kersemeier, C. (2012). Opening doors for bilingual students: Recommendations for building linguistically responsive schools. *Improving Schools.*
   ❖ Ricento, T., & Hornberger, N. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly*, 30, 401-427.
   ❖ Sealey, A. and B. Carter (2009). Making connections: some key issues in social theory and applied linguistics. In G. Cook, & S. North (Eds.), *Applied linguistics in action: a reader*. London: Routledge.
   ❖ Additional readings TBA

NOTE: Additional audio-visual content will be provided via links on Sakai.

## 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 practices to support language development of students. (ISBE A: 1f, 1g)

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**IDEA Objectives**

At the end of the class, you will complete an evaluation using your student log-in on the IDEA Campus Labs website: http://luc.edu/idea/. Specific objectives are selected at the beginning of the semester that will guide the evaluation. The objectives for students in this course are as follow:
❖ 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

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**Course Assignments**

The course assignments are designed to address specific standards, objectives, and evaluation criteria. Rubrics with these detailed descriptions and criteria will be made 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. *Linguistic Autobiography (10 percent of final grade)*
   Candidates will reflect upon their linguistic background and identity, including but not limited to 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.

2. *Community and School Language Profile (35 percent of final grade)*
   Candidates will select a community in Chicago 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. 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 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 and 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 and ethical decision making, (b) identification of major areas of learning (both professional and personal), and (c) suggestions of personal and professional goals for the future.

4. *Course Participation (20 percent of final grade)*
   Teachers are enrolled in this course because they are professionals who want to learn. Accordingly, teachers are expected to actively participate in **all** online lessons. Lessons are organized by date and participation activities and assignments will have due dates/times, but aside from such deadlines, the activities and interactions will generally be asynchronous. Participation means that teachers read/watch all assigned course content and then engage in online participations activities by responding to discussion topics and questions, contributing relevant commentary and insights based on previously assigned content, previous discussions, prior knowledge, and/or life experiences/observations.

## 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:

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| 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 |

## 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 of 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.

**School of Education Conceptual Framework**

*Our mission is social justice, but our responsibility is social action through education*

Our 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.

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. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be of those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service oriented activities. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure" (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

**SOE Conceptual Framework Standards (CFS)**

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.

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course addresses the conceptual framework in a variety of ways. Teachers critically evaluate current bodies of knowledge in their field through reviewing relevant literature for the Community School Language Profile (CSLP) and Applied Linguistics Research (ALR) projects. Teachers apply culturally responsive practices that engage diverse communities, demonstrate knowledge of ethics and social justice, and engage with local and/or global communities in ethical and socially just practices by conducting and writing up observations for the CSLP and ALR. In addition, CFS2, CFS3, and CFS4 will be manifested in teachers' participation in class discussion forums and other interactive discourse.

## 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.

## Diversity

This course focuses on the theory, pedagogy, and practice for culturally and linguistically diverse students, specifically focusing on the use of children's and adolescent literature in classroom practice. Due to the nature of the course topics, issues of diversity will be woven throughout the entire course instruction and assessment.

## 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. For additional academic policies and procedures refer to:
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/

# CIEP 504-001 COURSE CALENDAR

*The professor reserves the right to make changes to the calendar with ample notice.*

| Lesson | Topics | Readings & media | Assignments |
|---|---|---|---|
| **1**<br>7/5 | **Course Intro,** Syllabus, Overview<br>Intro to Linguistic Autobiography<br>Defining Applied Linguistics | Shaw (2012), "Overview of Applied Linguistics" (video)<br>Sealey & Carter (2004) | Self-intro |
| **2**<br>7/10 | **Teachers as Applied Linguists**<br>Using applied linguistics: policy & planning<br>Intro to CSLP & ALR | De Jong, ch 1<br>Ricento & Hornberger (1996) | **Linguistic Autobiography due** |
| **3**<br>7/12 | **The Case for Linguistic Diversity**<br>**Language & Linguistics in Communities**<br>Familial linguistic repertoires<br>Language maintenance, shift, & loss | De Jong, ch 2 & 3<br>Heath (1989) | **CSLP & ALR proposals due 7/14** |
| **4**<br>1/17 | **Teachers as Agents of Change I**<br>Language and power in society<br>Language dominance, linguistic imperialism<br>Plurilingualism in Chicago | De Jong, ch 4<br>Farr (2011) | |
| **5**<br>7/19 | **Language Policy in Education**<br>Language policies in local practice<br>Language program models for ELs<br>Historical perspectives on Language policy in the US | De Jong, ch 5 & 6 | **CSLP, part I: community profile due** |
| **6**<br>7/24 | **Language & Linguistics in Schools**<br>School & classroom language practices<br>Designing and assessing programs<br>Language & linguistics in daily practice | De Jong, ch 7<br>Cummins (2009) | |
| **7**<br>7/26 | **Language as Resource in Schools**<br>Multilingual repertoires in practice<br>Heritage language teaching & learning | TBA | **CSLP, part II: school profile due** |
| **8**<br>7/31 | **Teachers as Agents of Change II**<br>Principles of educational equity<br>Applied linguistics problem-solving<br>Affirming students' identities<br>Incorporating funds of knowledge<br>Intro to Applied Linguistics Reflection (ALR) | De Jong, ch 8 & 9 | **Final CSLP due** |
| **9**<br>8/2 | **Shifting EL Education in Schools**<br>Promoting additive multilingualism<br>School structures & systems | De Jong, ch 10<br>Heineke et al. (2012) | **ALR problem statement due** |
| **10**<br>8/7 | **Shifting EL Education in Districts**<br>Structuring for integration<br>Increasing language status | De Jong, ch 11 | **ALR draft due** |
| **11**<br>8/9 | **Course Conclusion**<br>Teachers as policy catalysts<br>Final thoughts & reflections | De Jong, ch 12 | **ALR due** |

# Loyola University Chicago
# School of Education
# Syllabus Addendum

## 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.***