ACADEMIC LANGUAGES AND LITERACIES

Special Topics in Bilingual Education/ ESL (BED 5330) — CRN: 27133

Cross listed with:

Language Study for Literacy Educators (RED 5353) — CRN: 25398

University of Texas at El Paso
Spring 2015
Class meets on Wednesdays from 5:30 to 8:20 p.m in EDUC 307

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Description of the course
Educators in Texas must be knowledgeable about creating learning environments that foster the development of academic language, particularly among bilingual students and English language learners. In this course, students will a) develop an understanding of language and literacy as simultaneously linguistic, cognitive and socio-cultural phenomena; b) use functional theories of language to understand language use in academic settings, b) build awareness and expertise in recognizing and analyzing academic language, and c) create pedagogical approaches to build academic language, with an emphasis on English Language Learners.

Student Learning Outcomes
Students will:
• Discuss and interpret sociolinguistic theories of academic language;
• Recognize and analyze varieties of academic language;
• Create pedagogical approaches to build academic language, especially for English Language Learners;
• Collect, analyze and report on academic language use in an academic setting.

Required Textbooks


*Please note that this syllabus is subject to change and/or adjustments.
Additional required readings

PART I

PART II

PART III

Science

History

Mathematics

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and directions for research (pp. 73-112). Charlotte, NC: Information Age Publishing.

Language arts/reading


**Recommended (not required)**


**POLICIES**

**Absences**

You are allowed one absence without it affecting your grade. With two absences, your grade will be affected. A third absence will result in a course drop. In the event that you must be absent, you are required to submit a Meaning-Making Paper. This is a two- to three-page paper (double spaced, 12-point Times, one-inch margins) in which you: a) summarize the assigned readings, 2) make sense of the material you missed (using PPT and discussion with peers), and 3) discuss the implications of the material to your teaching.

**Incomplete (I)**

A grade of incomplete will not be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, a grade of Incomplete (I) will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis which precludes successful completion of the course.

**Standards of academic integrity**

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in

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the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Disabilities**

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

**Calendar***

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Reading before class</th>
<th>Assignment after class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1/28</td>
<td>Introduction to course, assignments, policies and participants</td>
<td>None</td>
<td>Literacy inventory</td>
</tr>
<tr>
<td>3</td>
<td>2/04</td>
<td>Language variation: Dialect</td>
<td>Folse &amp; Vitanova; Romaine (up to p. 87)</td>
<td>Literacy inventory, Prepare for quiz</td>
</tr>
<tr>
<td>4</td>
<td>2/11</td>
<td>Language variation: Register Quiz on previous 2 week’s material</td>
<td>Eggins</td>
<td>Literacy inventory</td>
</tr>
<tr>
<td>5</td>
<td>2/18</td>
<td>Language and culture</td>
<td>Heath</td>
<td>Literacy inventory, Prepare for quiz</td>
</tr>
<tr>
<td>6</td>
<td>2/25</td>
<td>Observational assignment: How is language used in my community? Quiz on previous 2 week’s material</td>
<td>Bring language data (texts, recordings or other relevant data) to class.</td>
<td>Literacy inventory, Turn in observational assignment</td>
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</tbody>
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**Part II: Register and genres**

| 7 | 3/04 | The language of schooling | Schleppegrell Ch 1; F&F ch 2 | Literacy inventory, Prepare for quiz |
| 8 | 3/18 | Language and context Quiz on previous 2 week’s material | Schleppegrell Ch 2; F&F ch3 | Literacy inventory |
| 9 | 3/25 | Linguistic features of academic language | Schleppegrell Ch 3; Schleppegrell & Achugar | Literacy inventory, Prepare for quiz, Academic text analysis |
| 10 | 4/01 | Genres of academic language Quiz on previous 2 week’s material | Schleppegrell Ch 4; Martin (2009) | Literacy inventory, Academic genre analysis |

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**DESCRIPTION OF ASSIGNMENTS**

**Quizzes**
Quizzes will take place at the beginning of the class. Questions will consist mainly of definition of technical terms from the prior two week’s readings and discussion.

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Occasionally short answer questions will be included. No make up quizzes will be given when a student misses class for an unexcused absence.

**Daily Literacy Log Activity**

The purpose of this exercise is to demonstrate the variety of written texts we engage with on a daily basis, and to compare our own literacy practices with those of another person. In class we will begin by recording our typical daily literacy activities using the Daily Literacy Inventory form. You will turn in the log every week via Bb. You may scan or enter the information digitally.

For homework, you will complete the same form to conduct the Inventory with another person, preferably a learner of the same age group you are interested in working with (early childhood, elementary, middle-school, high school, adult learners, etc.). Forms are provided in English and Spanish, depending on the language preferences of the reader/writer you select.

As a culmination, you will write a one- to two-page comparison of these forms, in which you discuss the similarities and differences you discover. Your essay should refer to relevant ideas and concepts discussed in class and our course readings.

**How is language used in my community?**

*Purpose:* To describe how language is used in a setting with which you are very familiar. Using an insider’s view, introduce an outsider to norms, rules and conventions of language use in this setting. How is language used on this store, school, household or classroom? *Audience:* You will write for outsiders to this setting from a descriptive (not prescriptive) point of view. The outsiders do not know anything about your context. *Content:* 1) Describe the context. What is the physical landscape? Who are the social participants in this setting? What activities are done through language? What are specific examples of language uses, conventions, rules and/or norms? Who uses those conventions when and to whom? *Evaluation:* The following criteria will be used to evaluate the assignment. 1) All required content is included; 2) Level of detail included; 3) Author fulfills the intended communicative purpose for the intended audience.

**Analyzing academic discourse: Language use in an academic (con)text?**

*Purpose:* To use a functional perspective to analyze an authentic academic text and point out the linguistic features that might be challenging for readers. *Audience:* Write for a mixed audience composed of researchers interested in academic language and educators with no background in functional linguistics. *Content:* 1) Introduction stating purpose and giving overview; 2) Source of text and reasons for choosing it; 3) Functional analysis; 4) Discussion highlighting implications (challenges of the text); 5) Conclusion. *Evaluation:* The following criteria will be used to evaluate the assignment. 1) All required content is included; 2) Level of detail of analysis; 3) Correctness of analysis; 4) Appropriateness of implications; 5) Author fulfills the intended communicative purpose for the intended audience.

**Analyzing academic discourse: Academic genres**

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**Purpose:** To use a functional perspective to analyze an authentic academic text and point out the linguistic features that might be challenging for readers. **Audience:** Write for a mixed audience composed of researchers interested in academic language and educators with no background in functional linguistics. **Content:** 1) Introduction stating purpose and giving overview; 2) Source of text and reasons for choosing it; 3) Functional analysis; 4) Discussion highlighting implications (challenges of the text); 5) Conclusion. **Evaluation:** The following criteria will be used to evaluate the assignment. 1) All required content is included; 2) Level of detail of analysis; 3) Correctness of analysis; 4) Appropriateness of implications; 5) Author fulfills the intended communicative purpose for the intended audience.

**Assignment: Building academic language**

**Purpose:** To discuss research-based, pedagogical approaches to build academic language and literacy among a specific population (age and English proficiency level) and in a specific content area. **Audience:** Write for an audience of fellow teachers in a specific content area and grade level. Provide your audience specific practices, tools or strategies to build academic language and literacy. **Content:** Include the following sections. 1) Introduction stating purpose of the assignment and giving overview; 2) Description of pedagogical approaches (including research basis for the same); 3) Your discussion of the merits of these approaches. Why do you think they might (or might not) work given your knowledge of the topic? **Evaluation:** The following criteria will be used to evaluate the assignment. 1) Documentation of research basis; 2) Clarity of description; 3) Appropriateness of implications; 4) Author fulfills the intended communicative purpose for the intended audience; 5) All required content is included.

**Language and literacy portrait of a learner**

**Purpose:** To provide an informed portrait of a learner at a particular point in their trajectory. The ideal subject of your portrait would be the learner you engaged with for the inventory assignment. **Audience:** Write for an audience of researchers and educators in order to inform them of the multiple factors which influence the learner’s uses of oral language and literacy, including academic language and literacy. **Content:** 1) Introduction of the topic and overview; 2) Portrait using multiple sources of evidence (logs, interviews, observations); 3) Discussion of portrait; 4) Conclusion. **Evaluation:** The following criteria will be used to evaluate the assignment. 1) Documentation of findings; 2) Clarity of portrait; 3) Argumentation of discussion; 4) Author fulfills the intended communicative purpose for the intended audience; 5) All required content is included.

**Summary of Assignments**

1. Literacy inventory and reflection
2. How is language used in my community?
3. Academic text analysis
4. Academic genre analysis
5. Building academic language
6. Language and literacy portrait of a learner

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