

Course Syllabus

EDU 5200/6200

Fall Semester 2015

Course Title: Teacher Language Awareness

Time: Monday 4:35 – 7:05 PM

Location: SAEC 3151

Instructor: Dr. MaryAnn Christison

Office: LNCO 2311

Office Hours: Mondays 3:00 - 4:00 PM in the weeks when class meets face-to-face (f2f) or by appointment

Office Phone: 581-5565

email: ma.christison@utah.edu

I. General Information

About the course: This is a hybrid course. As such it is a combination of in class lecture and workshop and online instruction on Canvas. Your attendance in the face-to-face (f2f) meetings of the course is important and required. Much of the information for the course will only be available to you during the in class lecture and workshop time. In addition, class time will be used to work with your peers, solve problems, practice new concepts, and discuss readings or concepts in the readings or lectures that you do not understand. I will also use instructional strategies with you in class that we would like to see you use with your own students. **If you need to miss f2f class for any reason or if you are late for a f2f class, you are responsible for the class content that you missed.**

Course membership. Membership in this class is varied with graduate students from several different departments and undergraduate and graduate students representing many different teaching majors from language arts to chemistry. We often have both pre-service and in-service teachers who are interested in teaching young children in elementary (Grades K-6), middle school (Grades 6-8) and high school (Grades 9-12). This diversity in class membership is both exciting and challenging. It is exciting because you will be exposed to many different ideas and opinions that will prepare you for the real world in K12 public school in which you will work. It is challenging for me as your instructor because you all have

different goals for your teaching and for the contexts in which you work or will. I would like you to know that I am aware of this diversity and will take it into consideration as I vary the focus and content of classroom tasks.

Course content. This course will focus on helping you develop skills in the three basic domains of teacher language awareness.

- **Domain 1** comprises the teacher as a “user” of English. Although native speakers do not usually have issues as users of their mother tongue, they may still need to develop their own language abilities in pedagogical contexts, their understanding of literacy, or their expertise with standard academic English.
- **Domain 2** is the “analyst” domain. Knowledge *about* language is necessary for teachers to understand their roles as educators of second language (L2) learners, often referred to as English language learners (ELLs). It is a common misconception that being a native speaker of a language, such as English, inherently qualifies one to be a teacher for language learners. It does not. Few native speakers have expertise in the “analyst” domain. It is developed with formal instruction and experience.
- **Domain 3** is the “teacher” domain. This domain focuses on knowledge of language that enables a teacher to adapt specific content information, identify the language needs of that content, and convey this information to L2 learners through pedagogical means. The content, language, and pedagogy must align with students’ needs and abilities. Your course assignments will primarily focus Domains 2 & 3.

Class presentations. One class period at the end of the semester will be devoted to individual student presentations in groups. You will present on your course project. The main reason for asking you to present in groups is that we want to give you an opportunity to teach and teach your peers about materials you will create that are related to teacher language awareness. Another reason is that you will learn from your peers and get ideas from them that you will likely use in your own teaching. Groups will be formed based on interest and grade level. You will learn more about the group presentations and what will be expected of you as we go through the semester.

We will provide you with guidelines and a specific rubric that outlines the presentation requirements. This information will be posted on Canvas in the module for the Course Project.

II. Description of Course Goals:

EDU 5200/6200 focuses on the ways in which teachers' language awareness (TLA) affects pedagogical practice. A model for TLA is proposed, in which TLA is seen as a sub-component of content knowledge, forming a bridge between knowledge of subject matter and the knowledge of language needed to effectively teach English language learners in K-12 public school contexts. The content of the course focuses on the knowledge needed in each of the domains described above, although we will principally work on Domains 2 & 3. Students who believe they have very low level skills in Domain 1 may find that registering for a course to build Domain 1 skills, such as LING 3500 Introduction to English Grammar, will be necessary. There are also numerous worksheets and quizzes that I have prepared for you on Canvas. These worksheets and quizzes count towards your final grade, and they will help you improve your skills in Domain 1.

III. Objectives and Requirements for ESL Endorsement. EDU 5200/6200 is a required course for ESL Endorsement with the Utah State Office of Education (USOE) and State Licensure for all pre-K/early childhood, elementary, and secondary and special education teaching majors. At the University of Utah ESL Endorsement is part of the requirement for licensure.

The course also provides students with 3 credits towards satisfying for **ESL Endorsement in the State of Utah** (see below).

Standard: Language and Linguistics

Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language and linguistics systems to support English language learners' development of literacy. Candidates have knowledge and skills to construct learning environments that support the development of English language proficiency—literacy, academic content knowledge, and cognitive development.

Objectives

- *Acquire and employ knowledge of language as a system and the ways in which language are different and similar.*
- *Employ theories of acquisition of a primary and new language in instruction*
- *Employ theories of first and second language acquisition in teaching literacy.*
- *Employ theories of first and second language acquisition in teaching content subject areas.*

“Students in this course are expected to meet the Fitness to Teach criteria located at:

http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf”

IV. Field Experience. EDU 5200/6200 requires a 15-hour field experience in a public school setting. In order to fulfill this requirement, students will need to work with a content area teacher in a class that has at least 30% English learners (ELs) for fifteen hours, interacting with the ELs as directed by the teacher. There is a Field Experience Module on Canvas that will contain all of the information you need. You may choose your own cooperating teacher, but the teacher must meet the basic requirements outlined in the Field Experience Module.

If you have already been admitted to the teacher education program in secondary, elementary, special education, or early childhood education, your state and federal background clearance will be sufficient to allow you to visit the schools and complete your field experience. If you have **not** applied and been admitted to a teacher education program, it is your responsibility to obtain a “district level” clearance for \$0-\$20, depending on the district (see district contact information below). Please work with the Field Experience Coordinator if you have questions. It will be your responsibility to contact a school principal or a licensed teacher before the 4th week on instruction for this course, and set up your field experience. The schools in which you are placed may monitor whether you are in compliance with the requirement for clearance. It is critical that you

finalize your field experience placement for this course by **September 28, 2015**.

For questions about district clearance, please contact the following numbers or websites.

Davis: (801) 402-5722 or www.davis.k12.ut.us

Granite: (801) 646-5000 or www.graniteschools.org

Jordan: (801) 567-8100 or www.jordandistrict.org

Murray: (801) 264-7400 or www.murrayschools.org

Park City: (435) 645-5600 or www.parkcity.k12.ut.us

Salt Lake City: (801) 578-8599 or www.slc.k12.ut.us

Please contact private or parochial schools directly through the principal.

III. Required Texts

Required textbook

Murray, D.E. & Christson, M.A. (2010). *What English language teachers need to know Volume I: Understanding Learning*. New York: Routledge/Taylor & Francis Group.
(Referred to as TEXT)

Required readings on e-reserve and on Canvas

Ariza, E. N. W. (2010). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. New York: Allyn & Bacon.

Curzan, A. & Adams, M. (2006). *How English works*. New York: Pearson Education (selected readings).

Denham, K., & Lobeck, A. (2010). *Linguistics for everyone*. Boston: Wadsworth/Cengage (selected readings).

Short, D., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

Other required readings will be posted on Canvas by assignment along with instructor prepared materials.

IV. Course Expectations and Policies

1. Requirements for graduate and undergraduate students. Both

undergraduate and graduate students are registered for this course. A distinction will be made in the type and amount of work required for undergraduate and graduate students (see Part V Assignments below). Graduate level work is expected of graduate students.

2. General expectations. All students are responsible for their own learning. How much you get out of the course is directly proportional to the amount of work you put in. All work must be completed in a thorough and quality manner. Good attendance and quality in-class and online participation are expected.

3. Expectations for reading assignments. Students are expected to read the required materials, interpret the materials, and evaluate them. Students should come to class with questions, challenges, extensions, and ideas for alternative approaches.

4. Expectations for written assignments. All written work should to be completed in a professional manner with carefully written and organized prose. All out-of-class assignments should be typewritten unless otherwise stated and follow standard academic conventions. When appropriate, use standard citations (e.g., APA 6th edition for in-text citations, references, headings, formatting, etc.). It is assumed that all students will do original work and cite sources appropriately.

5. Policy on late work. All coursework should be turned in on time. Late work is considered to be any work that is given to the instructor or submitted online after the time it is called for in class or after the posted deadline. Quizzes lock after the deadline. It is your responsibility to make certain that your quiz score has been posted to the Canvas grade book before the deadline. Click on "Grades" on the left-hand menu bar to access your grade book for the course. Quizzes are locked after the deadline. In order to be fair to all students, I wish to make **no exceptions** to the policy on late work and would be very grateful if you did not put me in the position of having to tell you **no**. Early work is accepted, and you always have a fairly large window of opportunity for completing your online quizzes and submitting assignments online. We have many opportunities for evaluation in this course, so one missed assignment will not result in course failure.

6. Policy on computer use in the classroom. Computers and

other electronic learning tools (such as I-pads) that assist you in your learning in this class are welcome and encouraged. Other uses of computers or electronic learning tools during class are considered a violation of classroom policies. These violations include such things as checking email, surfing the web, shopping, watching movies, checking out YouTube, working on assignments for other classes, etc. Please be respectful of the f2f learning environment and your classmates.

7. Policy on the use of cell phones. Turn your phone off or put it when you enter the class. Using your cell phone, responding to calls, or sending text messages during class is a violation of classroom policies.

V. Assignments

Graduates and undergraduates are responsible for the following assignments. All assignments will be explained as they come up on the course schedule. Check the course schedule for due dates.

- 1 **Unit Quizzes.** There will be unit quizzes online that are worth varying points from 10 - 50 points. You are encouraged to take quizzes multiple times during the time frame that the quiz is available so that you can have more opportunities to interact with the material and improve your overall score. Answers are given to you for a period of time once the quiz has locked. You can check the time period online.
- 2 **Course Project.** Each student is responsible for his or her own course project. The project is explained in detail on Canvas. **42 points**
- 3 **Oral Presentations.** Students will make an oral presentation on their course project in class. Oral presentations are made in feedback groups with two or three other peers who have compatible interests (e.g., elementary teachers may work together or secondary history or health teachers may form a group). Each student will make short presentation on the course project. . Each group member will have 7-10 minutes for the presentation and 5 minutes for Q & A from the group members. Students should use handouts and other visual aids in making their presentations. You will receive more

information on this assignment at a later date in the semester. **15 points**

4 **Field experience.** Teaching journal, cooperating teacher evaluation, time log. **25 points**

5 **Graduate problem sets.** FOR EDU 6200 STUDENTS. Graduate students can expect an additional requirement. The Graduate Student Module will contain the assignments. Each student will select two problems to complete. These will be posted for you within the next two weeks, and you have the entire semester to complete them. **(10 points for each problem)**

VI. Grading Criteria

Final evaluation is based on a point system for each of the graded project below. Grades are assigned based on percentage of total points

95 – 100 = A

90 – 94 = A-

87 – 89 = B+

84 - 86 = B

80-83 = B-

77 – 79 = C+

74 - 76 = C

70 – 73 = C-

67 – 69 = D+

64 – 66 = D

60 – 63 = D-

Below 60 = E

VII. General Schedule for readings and assignments.

Please check on Canvas for specific due dates for assignments and quizzes.

VIII. College and University Policies

Fitness to Teach. Students in this course are expected to meet the Fitness to Teach criteria located at:

http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf

Equal Access: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the instructor and the Center for Disabled Students Services. Please call 581-5020 (Voice or TDD) to make arrangements for accommodations.

Important dates to remember:

Last day to drop (delete) classes – 9/4/15

Last day to add classes – 9/4/15 Add without permission code 8/30

Last day to withdraw – 10/23/15

Last day to elect credit/no credit option (if applicable) – 9/4/15

Last day to reverse credit/no credit option (if applicable) - 12/4/15

I cannot give any student permission to add this course after the deadline for adding a class (see above). You must collect the appropriate form from the Registrar's Office and get appropriate signatures--the instructor of the course, the Director of UITE, and the Dean of the College of Education. I take roll each class period because there are some on-campus units that require attendance records for the purposes of scholarship or financial aid. If I do **not** call your name during the first class, it means that you are not officially registered and should contact registration and check your online course schedule.