

## **Course Syllabus**

### **Linguistics 5812/6812 (Hybrid course)**

**Fall Semester 2015**

**Content-based Language Instruction**

**Tuesdays 4:35 – 7:15 PM (see below for face-to-face (f2f) meeting times**

**Orson Spencer Hall (OSH) 104**

**Course Instructor:** Dr. Mary Ann Christison, professor, Department of Linguistics/Urban Institute for Teacher Education (UITE)

**Office:** LNCO 2311

**Open Office Hours:** Mondays and Tuesdays 3:00 - 4:00 PM on weeks when LING 5812/6812 meets face-to-face. Other times are by appointment. Please use the Canvas messaging system for scheduling appointments and other communication with the instructor about the course.

**Office Phone:** 581-5565

**email:** [ma.christison@utah.edu](mailto:ma.christison@utah.edu)

#### **I. About the Course:**

LING 5812/6812 is a hybrid course, which means that it meets face-to-face (f2f) some weeks and also has substantial online work on Canvas. The f2f classes meet on Tuesdays from 4:35 - 6:30 PM. Time from 6:30 - 7:20 is reserved for groups meetings so that you can work on your projects and presentations for the course. We will take a short break in the f2f courses at some point between 4:35 - 6:30 PM; however, the exact time for the break will vary depending on what content we are covering and what activities have been planned for the session. The f2f course is principally conducted in a workshop format, so your attendance in the f2f component of the course is important. Much of the information for the course will only be available to you in the f2f classes. During f2f class time, I will give short, interactive lectures and then ask you to work with your peers to solve problems or respond to the readings and lectures. Information in the lectures in the PowerPoint slides will be posted on Canvas. There will also be PowerPoint slides on canvas with voiceovers to introduce you to new information not covered in the f2f classes.

I will model instructional strategies with you in processing information in the f2f sessions that I would like to see you use with your own language learners in second and foreign language and content classes. If you need to miss a f2f class for any reason, you are still responsible for the content you miss. It is your responsibility to obtain the information you missed from a peer and to discuss it with your peers if you do not understand the material that has been covered.

**Schedule for face-to-face (f2f) and no f2f meetings:**

August 25 – f2f meeting

September 1 - f2f meeting

**September 8 – No f2f meeting**

**September 15 – No f2f meeting**

September 22 - f2f meeting

September 29 - f2f meeting

October 6 - f2f meeting

October 13 – FALL BREAK

**October 21 – No f2f meeting**

October 27 - f2f meeting

November 3 - f2f meeting

November 10 - f2f meeting

**November 17 – No f2f meeting**

**November 24 – No f2f meeting**

December 1 - f2f meeting

December 8 - f2f meeting

**Student presentations in f2f sessions.** Two class periods during in the semester will be devoted to group presentations on course projects. One f2f class presentation will be for group graduate student presentations. I want to give you opportunities to teach some of the materials you create for your course projects, and I also want to see you teach. Finally, I want you to have an opportunity to share your wonderful ideas with one another. Classroom teachers are constantly looking for materials and tasks to supplement lessons. Because each of you will be involved in creating or contributing to the creation of a CBI project, you will be able to get many ideas from one another. I encourage you to take advantage of

this opportunity to learn from your peers.

I realize that presenting to peers is not easy, but I believe it to be a worthwhile endeavor. You will learn more about the requirements for your course project and accompanying presentations as we go through the semester. I will provide you with a specific rubric outlining the teacher/presenter indicators that I am looking for in your presentations. I encourage you to support your peers and attend all peer presentations because I am certain that you want their support when you are presenting.

**Course membership.** The membership in LING 5812/6812 is varied. We have both undergraduate and graduate students interested in teaching children, adolescents, and adults in teaching English as a second language (e.g., English in U.S. K-12 contexts or academic English in post secondary institutions) and foreign languages (e.g., Spanish, French, German, Japanese in university or high school in the U.S.) contexts. In addition, we have both content area specialists and second and foreign language teachers in the course. This diversity 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 which you will work. It is challenging for me as your instructor because you all have different goals for your teaching depending on the context(s) in which you want to work. I would like you to know that I have tried to take this diversity into consideration and will vary the focus (e.g., from second to foreign languages, from beginners to more advanced students, from public school to post secondary contexts, or from U.S. to international contexts) in the specific content and the example strategies we use in class. The basic conceptual model for content-based instruction (CBI) that I have created applies to all contexts and learners although CBI is by definition a concept/content and literacy model.

I will meet most of you for the first time in this class. In addition, I will see you only once a week for three hours on some of the weeks. Consequently, it will take me a little while to get to know all of you and your names, so please be patient with me. Please don't be

offended at first when I ask you for your name. This procedure just means that I am mentally working on names and do not want to miss an opportunity for learning. I think it is an important part of building community in our classroom for me to know your names and for you to know one another's names. I would like you to work on this as well.

## **II. Description of and Objectives for the Course:**

The course will focus on the theory and practice of content-based instruction (CBI)—the practice of integrating language and content objectives in instructional and curricular design. One major goal of the course is to help you understand the complexities and challenges both content area teachers and second/foreign language teachers face in meeting the language, content, and learning needs of their students, such as English language learners in public school contexts.

The course will (1) survey content-based instruction in different contexts (public school content area classrooms, ESL classes, EFL, foreign language instruction in different contexts, and workplace ESL), (2) introduce students to a conceptual framework for CBI that includes identifying and writing language and content objects, planning lessons using the three-step model, and developing instructional strategies and assessment practices, (3) provide teacher indicators for implementation of the model, and (4) review theoretical foundations, rationales, and frameworks that support CBI. In addition, students will also look at materials and textbooks with an eye towards how to both adapt and select texts that meet the varied language and content learning needs of their intended student audiences.

## **III. USOE Requirements for ESL/Dual Immersion Endorsement and Fitness to Teach.**

LING 5812/6812 is a required course at the University of Utah for ESL Endorsement (as per USOE Standards) in Utah with State Licensure. The course provides you with three credits towards satisfying *Standard III: Instruction for ESL Endorsement in the State of Utah* for the ESL Endorsement (see the USOE website at

[www.schools.utah.gov](http://www.schools.utah.gov)).

For USOE endorsements and licensure, 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](http://uite.utah.edu/_documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf)

#### **IV. Field Experience.**

LING 5812/6812/7812 requires a 16-hour field experience. You should select your field experience based on the context in which you will teach or are teaching. More information about the field experience is covered in the Field Experience Module online. Please review the Field Experience PowerPoint slides with voice over and let me know if you have any questions that are not answered in the slide presentation and in the other documents in the Field Experience Module.

Students seeking USOE licensure and endorsement should work with a secondary school teacher in their content area (e.g., math, biology, history, language arts, foreign language) in a class that has at least 30% English language learners (ELLs) (or, of course, foreign language learners in the case of Dual Immersion/WMLA students). Students will observe for five hours and then participate in the class as directed by the teacher (e.g., students may simply observe, tutor, or even teach a lesson). Students in TESOL or foreign languages may work with any language teachers as long as the teacher is experienced (i.e., not in the first year of teaching) and has formal training (e.g., an M.A. degree).

If you are currently teaching and working with English language learners who comprise at least 30% of your class population, you may use your own classroom to satisfy the field experience requirement. You will complete lesson report questions rather than the questions for the teaching journal. These questions will be available to you on Canvas in the Field Experience Module. You will need to observe another teacher for five of the 15 hours.

If you are doing your field experience in public schools, you will need a background clearance for U.S. public school contexts. If you have

already been admitted to the teacher education program in secondary, elementary, special education, or early childhood education or you are a practicing teacher, your current state and federal background clearance is sufficient to allow you to 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) in order to complete your field experience (see district contact information below) for this course. The schools in which you are placed may monitor whether you are in compliance with the requirement for clearance. If you are not doing a field experience in public schools, you do **not** need a background clearance. For questions about district clearance, please contact the following numbers or websites.

Davis: (801) 402-5722 or [www.davis.k12.ut.us](http://www.davis.k12.ut.us)

Granite: (801) 646-5000 or [www.graniteschools.org](http://www.graniteschools.org)

Jordan: (801) 567-8100 or [www.jordandistrict.org](http://www.jordandistrict.org)

Murray: (801) 264-7400 or [www.murrayschools.org](http://www.murrayschools.org)

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

Salt Lake City: (801) 578-8599 or [www.slk.k12.ut.us](http://www.slk.k12.ut.us)

Please contact private or parochial schools directly.

It will be your responsibility to contact a school principal or a qualified teacher by the 5th week of instruction (**Sept. 29 deadline**) for this course and set up your field experience. Please complete the Field Experience Assignment link on Canvas. This is located in the Field Experience Module.

You will be asked to provide the following information about your field experience:

- your name and email address,
- the school district you are working in (if applicable),
- the name of the school or institution,
- the name of teacher you will be working with, and
- the contact information for the teacher—his/her email address.

The Field Experience Module contains the following: (1) a letter for your cooperating teacher, (2) a time log that your cooperating teacher must sign, (3) a set of questions for you to answer about your field experience once it has been completed, and (4) a list of teachers who have cooperated with field experience students in the past.

### **III. Required Readings** (on e-reserve).

Your course reserve list for **LING 6812-001** is in the system and is viewable. You might search using the name of the professor for the course: Christison

Students can access course reserves by selecting the course reserves tab in the Marriott Library catalog, <http://search.library.utah.edu>. Additional information on using course reserves can be found in our Course Reserve “How to” Guide. Because students have had difficulty with e-reserve in the past, I am sharing this information with you. The “how to” guide provides a walkthrough that will explain searching courses, filtering courses, and finally how to access copyrighted material from off campus. [http://campusguides.lib.utah.edu/course\\_reserves\\_guide](http://campusguides.lib.utah.edu/course_reserves_guide) If you have questions or concerns about library reserve, contact the reserve desk in the library. The e-reserves for this course contain many articles for your information, and not all of them are required readings for the course. Check the list of required readings below. I also add materials to e-reserve through the semester, so the content is always evolving.

### **IV. Course Expectations**

**1. 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 into it. I assume that all assignments will be completed in a thorough and quality manner. Regular attendance and quality in-class and online participation are expected. Graduate level work is expected of graduate students.

**2. 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, extensions, and ideas for alternative approaches.

**3. 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 (i.e., APA 6<sup>th</sup> edition for text citations, references, headings, formatting, etc.). It is assumed that all students will do original work and cite sources appropriately. If you have questions about APA 6<sup>th</sup> and do not have a copy of the APA Manual 6<sup>th</sup> Edition, you can get most of the information you need by following this link.

<http://owl.english.purdue.edu/owl/resource/560/01/>

**4. 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 after the time it is called for in class or the due date online. In order to be fair to all students, I wish to make **no exceptions** to this policy and would be very grateful if you did not put me in the position of having to tell you no. Early work is always accepted. True emergencies and extenuating circumstances beyond your control, such as a serious accident or illness, are always given consideration.

**5. 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.

**6. Policy on the use of cell phones.** As a courtesy to your fellow classmates, please try to remember to turn your phone off or on vibrate 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**



A list of graded assignments is on Canvas. All assignments are explained as they come up on the course schedule and within the appropriate course module. Check Canvas for details and due dates.

## **VI. Grading Criteria**

Final evaluation is based on a point system for each of the graded project below.

TLIS (10 points)

Online quizzes (60-80 points)

Midterm quiz (24 points)

CBI Project (60 points)

CBI Oral presentation (15 points)

Taxonomy Locator (10 points)

Field experience (30 points-including reflections)

Graduate student group presentations on selected articles (15 points)

Research support for the CBI Project (20 points)

### **You can track your grades on Canvas.**

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. Schedule for readings and assignments**

The schedule for the course, required readings, required readings, assignments, and materials are posted for you on Canvas.

**Fitness to Teach Policy.** 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](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 add without a permission code 8/30

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

Last day to add classes –9/4

Last day to withdraw – 10/23

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

Last day to reverse credit/no credit option 12/4

I cannot give any student permission to add this course after the deadline for adding a class. You must collect the appropriate form from registration and get appropriate signatures from me, the instructor of the course, the Dept. Chair; and the Dean of the College of Humanities. I will take roll each class period for the first two weeks. If I do **not** call your name, it means that you are not officially registered and should contact registration and check your online course schedule.

**Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know

has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).