

**LIPSCOMB UNIVERSITY COLLEGE OF EDUCATION**

EGEL 5453  
**Foundations of Linguistics, Culture and Language Learning, 3 hours**

**TEXT:** Kim, Y. & Hinchey, P.H. (2013). *Educating English Language Learners in an Inclusive Environment.*

Bern, Switzerland: Peter Lang International Publishers.

Additional reading assignments will be made and distributed in class, or assigned on the internet.

**COURSE OVERVIEW:** This course will lead students to know and understand the major theories and research related to the structure and acquisition of language to support ESL students’ language and literacy development and content area achievement. Students will review major concepts of culture and learn to build a classroom community that honors the cultural richness and diversity all students bring to the classroom. Students will demonstrate collaboration skills that are necessary to work with families and other school professionals to serve the needs of all students. This course is for students seeking initial licensure in k-6 and ELL**. It will help the graduate student to prepare for the Praxis Exam 0361 (I Foundations of Linguistics and Language Learning and IV. Cultural and Professional Aspects of the Job) and Tennessee Teacher Licensure Standards I (Language), II (Culture) and V (Professionalism).**

**COURSE OBJECTIVES**:

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| **LEARNING OBJECTIVES** | **HOW DELIVERED** | **HOW**  **ASSESSED** | **C.A.R.E OUTLINE** | **GOALS** |
| Apply understanding of linguistics to the sound systems, forms, structures and lexicon of English and other languages. |  |  | C  A  R  E 1, 3, 4 |  |
| Apply knowledge of the cultural, psycholinguistic and sociolinguistic variables affecting second language learning to the classroom environment and instruction. |  |  | C  A  R 1, 2  E 1, 3 |  |
| Compare and contrast first and second language acquisition characteristics. |  |  | C  A  R  E 1, 3, 4, 5 |  |
| Identify the impact of culture on students’ perceptions, communication styles, needs, expectations and rate of language acquisition. |  |  | C  A  R 1, 2,7  E |  |
| Identify particular aspects of American culture and traditions that must be taught to non-English background students for successful acculturation. |  |  | C 2, 3  A 1, 2,  R  E 1, 3 |  |
| Demonstrate an appreciation of cultural diversity and ability to communicate in varied cultural situations. |  |  | C 9  A 1, 6  R 1,2,3,  E 1, 3 |  |
| Identify ways in which the EL teacher is impacted by federal, state and local regulations. |  |  | C  A 4, 6  R 5  E 1, 3 |  |
| Understand legal and ethical issues that impact EL students, including laws, court decisions, and policies. |  |  | C  A  R 5  E 1, 3 |  |
| Communicate, collaborate and consult with students, teachers, parents, staff and administration regarding the social and academic needs of ELs. |  |  | C  A 2, 5  R 3, 4, 8  E 1, 3 |  |
| Develop plans for professional growth and parent partnerships and advocate for EL students. |  |  | C 2, 3, 6, 7  A 1, 3, 6, 7, 8  R 4, 5, 6  E 1, 3 |  |

**COURSE REQUIREMENTS, ASSIGNMENTS and KEY ASSIGNMENTS, FIELD EXPERIENCES AND PROJECTS with DUE DATES:**

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| **ASSIGNMENT TITLE** | **Type of Assignment** | **Assignment Objective** | **DUE DATE:** | **Points Assigned** |
| Major Inquiry Project | **Key Assignment** |  |  |  |
| Key Linguistic Terms from Course  (Term, Definition, Application to Classroom) | **Course Assignment** |  |  |  |
| Graphic Organizer that synthesizes first & second language acquisition development |  |  |  |  |
| Resources:  List of 10 Resources to use in the classroom to support English Language Learners |  |  |  |  |
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**CLASS MEETING AGENDAS**

***Please include as much detail as possible.***

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| **Class Meeting Date(s) or Online Window** | **Topic(s) Covered/Objective(s) Addressed** | **Delivery Method / Student Activities / Assessments** | **Face-to-Face OR Online** | **Points/Grades associated** |
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**SPIRITUAL GROWTH:** The College of Education seeks to provide opportunities for personal, professional and spiritual growth through student experiences here. One avenue for spiritual growth through the program here is by establishing a thoughtful dialogue among students and faculty centered on a common text. In this course, we will reflect upon biblical text that directs humans to view the entire world as God’s creation, and to love others as our neighbors. The metaphor of the “tree” and “bearing fruit” in our lives will be a recurrent theme.

**FIELD EXPERIENCES:** Each master’s level course in the College of Education requires a field experience that is expected to take five (5) to ten (10) hours. These field experiences may take place in your own workplace, and must be completed to be successful in the course. They are designed to support the expected program outcomes. A Field Experience Documentation and Data Form are required of each student for each course.

**GRADING and LATE WORK POLICY:** The most important learning from this class will come from the interaction we will have as a group online and in person. A Reflective Journal of Learning for each topic is required. In this journal you will reflect on the readings, discussions, lectures and activities from the class.

**College of Education Grading Scale**

A 94-100 B 86-93 C 77-85 F 0-76

**ATTENDANCE POLICY:** Attendance is crucial in this course, as the interaction between class members constitutes one of the key learning experiences. Students who miss a portion of the weekend may be in danger of failing and/or required to join another cohort.

**THE CONCEPTUAL FRAMEWORK OF C.A.R.E:**

Lipscomb’s conceptual framework for the initial and advanced programs is built upon four categories:

Craft of Teaching

Attitudes and Values

Relationships

Essential Knowledge

The first letter of each category provides the theme of Lipscomb's initial and advanced programs: C.A.R.E. The College of Education believes that this conceptual framework provides the structure within which all educational programs can sustain a high level of excellence so that its candidates will be of the highest quality. It is shared widely within the university and beyond.

**Each student will receive a copy of the C.A.R.E Framework (Advanced).**

**ACADEMIC INTEGRITY:**

In keeping with our identity as a Christian University and our goal to help shape lifelong disciples of Christ, academic integrity will be taken very seriously in this course. Unless specific permission is given to collaborate on assignments with other students, each student’s work shall be his/her own. Cheating on assignments and plagiarizing on written assignments will, depending on the severity of the case, result in penalties ranging from a significantly reduced grade on the assignment to failing the course. Instances of cheating or plagiarism may also be reported to appropriate members of the administration, depending on the situation. Decisions in these matters rest with the instructor. Please refer to Lipscomb’s Code of Conduct and Academic Integrity Policy.

**UNIVERSITY EVALUATIONS AND C.A.R.E ASSESSMENTS:**

It is part of your responsibility as a student to participate in university evaluations and C.A.R.E assessments of your course and faculty. You will receive an email toward the end of the course with instructions on how to complete the university evaluations and you will receive further instructions from your instructor on how to complete the C.A.R.E. assessments.

**STUDENTS REQUIRING ACCOMMODATIONS:**If you require classroom accommodations for a documented disability, please discuss your circumstances with me immediately. If you are a student with a documented disability who will require accommodations in this course, please register with Kaitlin Shetler, Director of Disability Services [(615-966-6301](tel:%28615-966-6301)), for assistance in developing a plan to address your academic needs. The Office of Disability Services is located in the Academic Success Center, basement of the Beaman Library.

For more information about Student Services, check out the following link: <http://www.lipscomb.edu/studentlife/student-services>

**APA FORMAT:**

Formal papers submitted for graduate coursework should follow American Psychological Association (APA) for general guidelines, in-text citations of materials, avoiding plagiarism, and reference pages from the *Publication Manual of the American Psychological Association, Sixth Edition***.** Each instructor will be provided a desk copy of *APA: The Easy Way!, Second Edition*, a simplified guide that has been updated for the sixth edition (ISBN 0923568964). Students are asked to purchase a copy of this publication. Other helpful resources for APA guidelines and formatting include the following websites:

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

<http://www.apastyle.org/learn/faqs/index.aspx>

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

<http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796>

**COLLEGE OF EDUCATION WRITING RUBRIC:**

The College of Education has a writing rubric for general use with written assignments. This rubric is consistent for both undergraduate and graduate programs. Students who have difficulty with graduate level writing will be asked to do some remediation with the university Writing Lab.

**CLASS SCHEDULE DISRUPTION POLICY:**

Except in the rarest of instances, Lipscomb University does not cancel classes or close offices.  However, should an event (**weather-related** or otherwise) occur that requires disruption of the entire Lipscomb University class schedule, students will be notified via multiple venues including the Lipscomb homepage (www.lipscomb.edu), a text message sent through LU ALERT ([http://lualert.lipscomb.edu](http://lualert.lipscomb.edu/)), and the Lipscomb Weather Information Line (966-1836).  For information on possible snow-related closures or “late starts,” students should consult local television stations (2-WKRN, 4-WSMV, 5-WTVF and 6-WZTV, and Channel 9 on campus). Students should look for information regarding “Lipscomb University,” not “David Lipscomb Campus Schools.”

**C.A.R.E. Outline**

Lipscomb’s Teacher education program is committed to preparing educators who have the following competencies:

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| Practices exemplary **CRAFT**: | | |
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|  | 1 | Develops and refines a personal philosophy of leading, teaching and learning |
| 2 | Plans instruction and student learning goals which are aligned to current standards |
| 3 | Analyzes and makes strategic instructional decisions based on assessment data and current research |
| 4 | Monitors and evaluates all student learning and engagement using multiple assessments |
| 5 | Encourages and motivates students to understand and monitor their own assessment data |
| 6 | Integrates current technology to enhance the learning environment and outcomes |
| 7 | Models and creates opportunities for critical thinking, problem solving, and performance skill development |
| 8 | Organizes and manages the learning environment and resources to assure that all students learn |
| 9 | Differentiates instruction to meet the needs of diverse learners and implements inclusive practices |
|  | 10 | Manages significant behavior issues effectively |
|  | | |
| Possesses professional **ATTITUDES AND VALUES**: | | |
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|  | 1 | Believes that all children can learn, regardless of gender, ethnicity, or social status, and that s/he can teach them |
| 2 | Is self-reflective and committed to on-going professional development and self-improvement |
| 3 | Demonstrates confidence and enthusiasm to teach as a professional |
| 4 | Possesses a strong, achievement oriented work ethic |
| 5 | Completes assignments, tasks, and duties punctually and responsibly |
| 6 | Views teaching as a mission to serve others |
| 7 | Demonstrates coping skills, flexibility, a sense of humor, and joy in teaching |
| 8 | Responds appropriately to critical feedback |
| 9 | Makes decisions informed by high personal and ethical standards |
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| Fosters collaborative **RELATIONSHIPS**: | | |
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|  | 1 | Demonstrates a respect for and appreciation of cultural diversity and individual differences |
| 2 | Provides opportunities for increased cultural awareness for students in the global society |
| 3 | Relates to and communicates with all students, parents, and colleagues comfortably and effectively |
| 4 | Contributes to the school culture as a collaborative partner in the achievement of common goals |
| 5 | Demonstrates professional behavior in all circumstances |
| 6 | Listens to and appropriately responds to others |
| 7 | Demonstrates care and compassion for others |
| 8 | Maximizes communication through the use of appropriate means, including technology |
| 9 | Uses ethical standards to inform relationships with others |
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| Demonstrates possession of **ESSENTIAL KNOWLEDGE**: | | |
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|  | 1 | Possesses deep knowledge of the discipline being taught and its relationship to general knowledge |
| 2 | Plans effectively for short term and long term instruction within the discipline |
| 3 | Understands current research on effective teaching and learning |
| 4 | Knows developmental stages, learning theories, and their impact on teaching and learning |
| 5 | Knows where to find answers and resources to enhance teaching, learning, and classroom management |
| 6 | Effectively communicates orally and in writing |
| 7 | Is technologically literate |

**BIBLIOGRAPHY:**

Buboc, M. & Nordgren, R. (2010). *Case studies in elementary and secondary curriculum.* Thousand Oaks, CA: Sage Publications.

Hill, J.D. & Miller, K.B. (2013). *Classroom instruction that works with English Language Learners.* Alexandria, VA: ASCD.

Honigsfeld, A. and Dove, M. (2010). *Collaboration and co-teaching: Strategies for English learners.* Thousand Oaks, CA: Corwin Press.

Haynes, J. & Zacarian, D. (2010). *Teaching English language learners across the content areas.* Alexandria, VA: ASCD.

Hornby, G. (2011). *Parental involvement in childhood education: building effective school-family partnerships.* New York: Springer.

Valdes, G., Capitelli, S., & Alvarez, L. (2010). *Latino children learning English: steps in the journey.*

New York, NY: Teachers College Press.

Wright, W. (2010). *Foundations for Teaching English Language Learners: Research, Theory, Policy & Practice.* Philadelphia, PA: Caslow Publishing.

**Major Inquiry Project: EGEL 5453**

**Objectives:**

* Apply understanding of linguistics to the sound systems, forms, structures, and lexicon of English and other languages.
* Apply knowledge of the cultural, psycholinguistic and sociolinguistic variable affecting second language learning to the classroom environment and instruction.
* Collaborate and consult with students, teachers, parents, staff and administration regarding the social and academic needs of multilingual/English Language Learners.

Part 1: **Thinking about and Analyzing your Talk**

You will record using a technological device 30 minutes of a conversation.

The conversation can take place in any setting in which you ordinarily spend time and people interact regularly and comfortably with each other, and it should be a conversation that would have taken place whether or not it was going to be recorded. The participants within the conversation should provide you with written permission for participating in this class assignment. Transcribe a short segment (3-5 minutes). Choose a two-page section to share with the class. An analytical tool will be used in class to analyze this segment of talk.

Part 2: **Field Placement: Analyzing Children’s Talk in the Classroom**

Choose a classroom to visit and analyze with a population of English Language Learners. Write a reflection about this learning experience. Questions to address: How did I select this classroom and context? Describe the sequence or structure of the events that you observed? What did I learn from this experience? What instructional strategies were used to teach the English Language Learners? What ranges of language learning did you notice regarding the students? How would you describe the communicative competence of this classroom? What two recommendations would you implement in your teaching practice with English Language Learners? (Use pseudonyms for the school and students.)

Part 3: **Family & Community Connections**

Devise a family plan that builds upon the strengths of linguistically and

culturally diverse families that you may work with in the future. How will intentionally and strategically welcome families into the classroom? What is your communication plan? How will you handle translation? What personal beliefs will you need to think about as you work toward excellence in communication with families that may hold different beliefs than you do? What specific steps will you take to honor the multiple voices of families within the school community?

**EGEL: 5453/ Part 1: Analytical Tool**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Talk:** | **Evaluation & Reflection** |
| **What was the topic of the conversation?** | **Who controlled the floor of the conversation?**  **Does the topic of the conversation shift?** |
| **What is the typical order of the word order in the English sentences?** | **Write an example here.**  **How might this order be different in a variation of English or another language?** |
| **What dialect features of vocabulary, pronunciation, idiomatic expressions are distinctive of this conversation?**  **List the features from the transcript.** | **What regional differences do you notice?** |
| **Describe the use of inflectional morphemes (markers of tense, plurality, possession).** | **List the examples.** |
| **Describe one or two examples of syntactic patterns from the transcript.** | **How might syntax change in other linguistic communities?** |
| **What is the shared conversational style?** | **Were there any moments where communication broke down? What role did age, gender, or cultural/ethnic background play within the speech.** |