

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School Mary Lou Fulton Teachers College Department/School Division of Teacher Preparation

Prefix: BLE Number: 338 Title: Foundations of Language Acquisition and Development Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Literacy

**Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: **October 2, 2020**

For Spring 2022 Effective Date: **March 5, 2021**

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Alexandria Estrella-Bridges E-mail Alex.estrella@asu.edu Phone \_\_\_\_\_

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Nicole Thompson Date: 10/14/2021

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised October 2020

Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> Per <b>policy</b> , students must have completed <b>ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</b>	

1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.

<input type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Found under Course Assignments in syllabus with designated writing assignment point values <b>bolded and highlighted in pink</b> (Details below in chart)
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1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that **verifies this description** of the grading process--and label this information **"C-2"**.

C-2

<input type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Found under Course Assignments in syllabus within assignment descriptions (highlighted <b>green</b> and in attached rubrics. (Details below in chart)
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1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that **verifies this description** of the grading process--and label this information **"C-3"**.

C-3

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>The two substantial writing assignment descriptions and one substantial writing+speaking assignment can be found in the syllabus under Course Assignments and highlighted in orange. They are labeled as C3, and details can be found in the description for each assignment. (Details below in chart)</p>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 5:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Found under Course Assignments in syllabus. Highlights are in blue. (Details below in chart)</p>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-5".

C-5

Course Prefix	Number	Title	General Studies Designation
BLE	338	Foundations of Second Language Acquisition	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C2	80/100 points (80%) are awarded for writing assignments that build literacy skills as well as teach future educators how to support second language acquisition (in tandem with language and culture development)	Found under Course Assignments with designated writing assignment point values bolded and highlighted in pink. All written assignments are individual projects. The speech presentation has individual components that requires each student to interpret, evaluate, synthesize and share their speech accompanied with a 2-page paper.
C3	The writing assignments go beyond simple reflections by having students gather, analyze, interpret, synthesize, and apply information through critical inquiry. Students will be expected to complete a research project that requires in depth analysis and writing	Found under Course Assignments in syllabus within assignment descriptions (highlighted green). Each writing assignment requires gathering and synthesizing research and presenting it critically. The ethnographic research project Part A, B, and C are heavily embedded with criterion 3.
C4	All assignments provide depth of inquiry and analysis and substantial quality in writing (as well as oral presentation/speaking, in the case of the Topic Speeches) as per the criteria above.	The two substantial writing assignment descriptions and one substantial writing+speaking assignment can be found in the syllabus under Course Assignments and highlighted in orange. They are labeled with C3, and details can be found in the description for each assignment.
C5	Both substantial writing assignments provide scaffolded feedback opportunities through multiple draft submissions to ensure timely and effective feedback. In addition, usage of the ASU Writing Center is highly recommended for the final assignment to ensure our future teachers are aware of the resource and necessity in effective writing skills. At their own discretion the professor may require specific students to receive assistance from writing center.	All students will submit and be expected to build off of the feedback provided by research conducted in The Ethnographic Parts A and B. Students will receive feedback from professors and peers to improve their scholarly writing. Writing is grounded in readings, research, and synthesizing/interpreting data collection.



## Course Prefix Number - Foundations of Language Acquisition and Development

Schedule line #

Credit Hours 3

### Instructor Information:

**Dates of classes:** Click here to enter a date. - Click here to enter a date.  
**Instructor Name:** Click here to enter text.  
**Email:** Click here to enter text.  
**Work Phone:** Click here to enter text.  
**Office Hours:** Click here to enter text.  
**Office Location:** Click here to enter text.

### Course Information:

#### Catalog Description

Insert catalog description here – <http://www.asu.edu/catalog/>

Introduces educators to theoretical and critical perspectives related to the nature of language, language variation, and language acquisition among second language learners and bi/multilinguals, with considerations for bilingualism and biliteracy development, instruction, and assessment in various K-12 education settings.

#### Course Overview

The course offers educators the opportunity to discuss, critique, reflect, examine, and actively pursue questions and issues related to applied linguistics and sociolinguistics in education, particularly pertaining bi/multilingual and second language learners. Topics covered include theories about the nature of language, language subsystems (phonology, morphology, syntax, semantics, pragmatics), language ideologies, language acquisition (first, second, bi/multilingual), translanguaging, discourse, and language variation as well as implications for language assessment and biliteracy development. The course also introduces future educators to questions and recent research in bilingual and multilingual acquisition to help them recognize and reverse the monolingual bias inherent in traditional perspectives of second language acquisition and bilingual development, and to critically analyze notions of the idealized native speaker, language competence, and academic language. The impact of the monolingual bias and language ideologies on classroom interaction, instruction, curriculum, assessment, and policy will be emphasized. The course will also introduce educators to the use of official instruments for curriculum and assessment of language development, such as the state's language proficiency standards. Finally, educators will have the opportunity to analyze language in action and explore best practices and instructional strategies that best address language needs while fostering bilingualism, biliteracy, and empowered linguistic identities.

## Course Objectives

1. Get acquainted with language constructions and develop a sociocultural and critical approach to language by recognizing the monolingual bias in traditional language research, and understanding the significance of the social and multilingual turns in the history of linguistics and second language acquisition.
2. Familiarize with the structures of language, including phonology, morphology, syntax, semantics, pragmatics, and discourse, and identify ways in which they relate to classrooms, students, and curricula.
3. Learn to use the seven-step hierarchy of language studies, the four fundamental questions of discourse analysis, and the oral language observation matrix to analyze and interpret language use in context, second/bilingual language development, and connections to larger societal values and ideologies in order to inform pedagogical practice.
4. Explore the role of meaning-making processes, by looking at semiotics, literacy, language learning, functions of language, and narratives. While also Considering the role of age and the linguistic environment to understand the differences between monolingual acquisition, bilingual child acquisition, and second language acquisition.
5. Become familiar with factors in second language acquisition and bi/multilingualism from cognitive and psychological perspectives including cognition, motivation, affect, and other individual differences, drawing implications for the classroom.
6. Gain an understanding of learner language use from the cognitive and linguistic perspectives, as well as from the sociocultural perspective, and the most common respective constructs, such as interlanguage and translanguaging, and consider the significance of each perspective in guiding pedagogical practice.
7. Interrogate traditional conceptions of academic language, language gaps, and literacy by recognizing the ideological from the autonomous view of language and literacy and by applying critical, multilingual, and assets-based frameworks that challenge deficit thinking in their pedagogical and assessment practices.
8. Engage in a community of educators to share ideas and experiences, and to critically explore issues, theories, and questions in the study of language, language acquisition, and language pedagogy. Also to explore the intersections of language with race, identity, culture, and power structures, the impact of such intersections in the lives of learners from historically marginalized communities, and implications for teaching and learning.

## Enrollment Requirements

None

## Course Format

Lecture, discussion, and connections to clinical experiences

## General Education Designation

N/A

## Required Course Texts, Materials and Resources:

### Required Text

- Razfar, A., & Rumenapp, J. C. (2013). *Applying linguistics in the classroom: A sociocultural approach*. Routledge.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge, UK: Cambridge University Press.

### Supplemental Text

N/A

### Additional Required Readings provided in Canvas

- Baker-Bell, A. (2017). "I can switch my language, but I can't switch my skin": What teachers must understand about linguistic racism. In E. Moore Jr., A. Michael, & M.W. Penick-Parks (Eds.), *The guide for White women who teach Black boys*, pp. 97-107. Thousand Oaks, CA: Corwin Press.
- Escamilla, K. (2006). Semilingualism applied to the literacy behaviors of Spanish-speaking emerging bilinguals: Bi-illiteracy or emerging biliteracy?. *Teachers College Record*, 108(11), 23-29.
- Flores, N. (2020). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory into Practice*, 59(1), 22-31. DOI: 10.1080/00405841.2019.1665411.
- García, O. & Wei, L. (2018): Translanguaging. In C. A. Chapelle (Ed), *The Encyclopedia of Applied Linguistics*, pp. 1-7. John Wiley & Sons, Ltd. DOI: 10.1002/9781405198431.wbeal1488
- Hamman, L., Beck, E. & Donaldson, A. (2018) A Pedagogy of Translanguaging. *Language Magazine*, September 2018. Retrieved from <https://www.languagemagazine.com/2018/09/10/a-pedagogy-of-translanguaging/>
- Lippi-Green, R. (2012). The standard language myth (Chapter 4). In *English with an accent: Language, ideology and discrimination in the United States*, pp. 55-64. New York: Routledge.
- Martínez, R. A. (2010). "Spanglish" as Literacy Tool: Toward an Understanding of the Potential Role of Spanish-English Code-Switching in the Development of Academic Literacy. *Research in the Teaching of English*, 124-149.
- May, S. (2013) Introducing the Multilingual Turn. In S. May, S. (Ed.) *The multilingual turn: Implications for SLA, TESOL, and bilingual education*, pp. 1-6. New York: Routledge.
- May, s. (2013) Disciplinary Divides, Knowledge Construction, And The Multilingual Turn. In S. May, S. (Ed.) *The multilingual turn: Implications for SLA, TESOL, and bilingual education*, pp. 7-31. New York: Routledge.
- Rosa, J. D. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26(2), 162-183. DOI: 10.1111/jola.12116.

### Required Materials

- ASU Canvas
- Arizona English Language Proficiency Standards: <https://www.azed.gov/oelas/elps/>
- Student Oral Language Observation Matrix (SOLOM) from the Center of Applied Linguistics: <http://www.cal.org/twi/EvalToolkit/appendix/solom.pdf>
- Modified SOLOM for Out of School Youth: <http://www.langdevopps.com/files/solom0410.pdf>
- Videos and other media provided on Canvas

### Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)



## Student Learning Outcomes

Upon completion of this course the student should be able to:

EML Student Learning Outcomes	Program Learning Outcomes	Principled Innovation Practices	Professional Organization Standards: <i>Teachers of English for Speakers of Other Languages (TESOL)</i> , National Dual Language Education Teacher Preparation Standards (NDLETPS)
(P1) Engage in critical dialogue and reflection about the implications of the social, historical, and ideological forces and structures on the development of pedagogical approaches to culturally and linguistically diverse students, including the hidden curriculum.	TE3, ESC4, PI1, EQ1 EQ2, EQ4	M1, M2, C1, C2, I1	(NDLETPS) 2.1a, 2.1b, 2.1c (TESOL) 2a, 2.b
(TAA1) Examine the role that teachers have in advocating in critical ways inside and outside of classrooms	TE3, ESC4, PI1, EQ1 EQ2, EQ4	M1, M2, C1, C2, I1	(NDLETPS)2.1a, 2.1b, 2.1c, 2.3a (TESOL) 2a, 2.b
(LD1) Articulate a <b><u>sound theory of language and terminology</u></b> to <b><u>counter deficit thinking</u></b> about language minoritized learners to best support their bi/multilingual development.	GLAE2, GLAE5, ESK1, ESK2, ESK3, ESK4	M1	TESOL 1a,1b  NDLETPS
(LD2) <b><u>Describe, recognize, and differentiate various types of multilingual learners</u></b> , including sequential and <b><u>simultaneous bilinguals</u></b> as well heritage language speakers to inform their <b><u>development of curriculum, pedagogy, and assessment.</u></b>	DDM4, ESK3	C1, C2	TESOL 1c  NDLETPS 1.2.b, 1.2.c,
(LD3) <b><u>Articulate, compare, contrast, and critique various theories of language acquisition</u></b> and bilingualism and their implications for educational practice.	ESK3,	M1, C2	TESOL 1d  NDLETPS 1.2.a
(LD4) Describe and recognize the characteristics of various <b><u>proficiency levels for emerging sequential bilinguals</u></b> as well as ways in which such characteristics may or may not apply to other types of bilinguals to help them evaluate/critique and develop meaningful and student-driven curriculum, pedagogy, and assessments.	DDM2, DDM3, DDM4, ESK3	C1, C2, I1,	TESOL  NDLETPS 1.4.a

(L4) Develop <b>culturally sustaining classroom communities</b> and curriculum that counter deficit thinking related to literacy (i.e word gap myth, limited English proficiency, etc.) and highlights multilinguals' <b>translingual practices, metalinguistic skills, transnational knowledge, creativity, and students' identities as capable readers, writers, problem-solvers, collaborators, and creators.</b>	DDM3, DDM6, GLAE2, GLAE5, ESK1, ESK3, ESK4	M2, I1, I2,	TESOL 2a, 2e  NDLETPS 1.3.b
(L7) Become familiar with and identify relevant state <b>standards for English language arts</b> , world and native languages, and <b>English language acquisition</b> , and address them in their curriculum with thoughtful consideration of students' multilingual and multicultural backgrounds.	GLAE4	C1, I2	TESOL 1d, 4c,  NDLETPS

Program learning outcomes are aligned to the following professional standards: InTASC Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>), ISTE Standards (<https://www.iste.org/standards/for-educators>), and relevant professional association standards.

### Tentative Course Calendar

Module	Topics	Readings	Media	Assignment(s) Due
1	<b>Introduction</b> <b>Views of language</b> communication, thought, culture, abstract system, power	Syllabus, assignments, schedule,	Views on language powerpoint	
2	<b>Discourse and Language as a Social Practice</b>	Razfar & Rumenapp (2014) Ch. 1 - Language as Social Practice: Sociocultural Foundations of Discourse and Learning  <b>Supplemental materials:</b> <ul style="list-style-type: none"> <li>• Supplement on Subfields of Linguistics</li> <li>• Supplement on Discourse Analysis/coding sheet</li> </ul>	<i>A Mechanic Talking about Hydraulics:</i> Follow directions on pages 9-14 to complete this activity	
3	<b>Language as an abstract system: Phonology</b>	Razfar & Rumenapp (2014) Ch. 3 - Phonology: Why language sounds different to second language learners  Razfar & Rumenapp (2014) Ch. 4 -	<a href="#">Sounds of speech</a>  <a href="#">Introduction to Articulatory</a>	<b>Case Study</b> Part A

		Phonics and Whole Language: Linguistic Foundations	<a href="#">Phonetics</a>  <a href="#">Articulatory Phonics</a>  <a href="#">Variety of American English accents:</a>  <a href="#">Pink Panther Clip:</a>  <a href="#">My Fair Lady Clip</a>	
4	<p><b>Language as an abstract system: The word and sentence systems</b></p> <p>Does culture create a language's syntax?</p>	<p>Razfar &amp; Rumenapp (2014) Ch. 6 - Morphology: Building Words with English Learners</p> <p>Razfar &amp; Rumenapp (2014) Ch. 5 - Syntax: English Learners building sentences</p>	<p><a href="#">Podcast Linguist Argument</a></p> <p><a href="#">Useful cognates for Spanish English speakers</a></p> <p><a href="#">English prefixes and suffixes</a></p> <p><a href="#">Prefix Suffix Resource 2</a></p>	<p>F2F: Critical Commentary 3</p> <p>Hybrid/online: Discussion 3</p> <p><b>Case Study Part B</b></p>
5	<p><b>Language as an abstract system: Semantics and Pragmatics</b></p>	<p>Razfar &amp; Rumenapp (2014) Ch. 7 - Semantics: The Beginning of Meaning</p> <p>Razfar &amp; Rumenapp (2014) Ch. 11 - Functions of Language: Using Language Around the World</p>	<p><a href="#">"Misuses of English" from around the world</a></p> <p><a href="#">Meanings of metaphors and idioms</a></p>	<p>F2F: Critical Commentary 4</p> <p>Hybrid/online: Discussion 4</p> <p><b>Case Study Part C</b></p>
6	<p><b>Second language acquisition: The linguistic perspective</b></p>	<p>Saville-Troike, M. (2006) Ch. 1: Introducing Second Language Acquisition</p> <p>Saville-Troike, M. (2006) Ch. 2: Foundations of Second Language Acquisition</p> <p>Saville-Troike, M. (2006) Ch. 3: The linguistics of second language acquisition</p>	<p><a href="#">Explanation of interlanguage</a></p>	<p>F2F: Critical Commentary 5</p> <p>Hybrid/online: Discussion 5</p>
7	<p><b>Second language</b></p>	<p>Razfar &amp; Rumenapp (2014) Ch. 2 -</p>		<p>F2F: Critical</p>

	<b>acquisition: Language &amp; the Brain</b>	Neurolinguistics: Rethinking Language in the Flesh  Saville-Troike, M. (2006) Ch. 4: The psychology of second language acquisition		Commentary 6  Hybrid/online: Discussion 6  Midterm
8	<b>Second language acquisition: Sociocultural perspective</b>  <b>Funds of Knowledge</b>	Saville-Troike, M. (2006) Ch. 5: Social Contexts of Second Language Acquisition  Razfar & Rumenapp (2014) Ch. 10 - Learning in Context: Language and Activity  Razfar & Rumenapp (2014) Ch. 12 - Narratives: Learning a Narrated Life		F2F: Critical Commentary 7  Hybrid/online: Discussion 7  <b>Case Study Part D:</b>
9	<b>Assessing Language Proficiency for School</b>	Saville-Troike, M. (2006) Ch. 6: Acquiring Knowledge for L2 Use  <a href="#">Language Proficiency Standards AZ ELPS</a>  <a href="#">SOLOM</a>  <a href="#">Modified SOLOM for out of school youth</a>	Videos to practice using the SOLOM  <a href="#">Video 1</a>  <a href="#">Video 2</a>  <a href="#">What are the ELPs? Webinar</a>	F2F: Critical Commentary 8  Hybrid/online: Discussion 8  SOLOM Matrix
10	<b>Critical Perspectives on SLA: The multilingual Turn</b>	May (2013) Introducing the Multilingual Turn  May (2013) Disciplinary Divides, Knowledge Construction, And The Multilingual Turn		F2F: Critical Commentary 9  Hybrid/online: Discussion 9  <b>Case Study Part E</b>
11	<b>Translanguaging and Translanguaging Pedagogies</b>	García & Wei (2018): <i>Translanguaging</i> Hamman, Beck & Donaldson (2018)  <a href="#">Pedagogy of Translanguaging</a>	<a href="#">Video: What is Translanguaging</a>	F2F: Critical Commentary 10  Hybrid/online: Discussion 10

12	<b>Identity and language variation</b>	Razfar & Rumenapp (2014) Ch. 13 - Language and Identity: Who We Are and How We Speak  Lippi-Green, R. (2012). The standard language myth.  Baker-Bell (2017): <i>"I Can Switch my Language but I Can't Switch my Skin"</i>		F2F: Critical Commentary 11  Hybrid/online: Discussion 11
13	<b>Language ideologies: Deficit thinking in the education of multilingual learners</b>	Razfar & Rumenapp (2014) Ch. 14 - Language ideologies  Rosa, J. D. (2016). Standardization, racialization, languagelessness		F2F: Critical Commentary 12  Hybrid/online: Discussion 12
14	<b>Countering deficit thinking in the education of multilingual learners</b>	Flores (2020) From academic language to language architecture  Escamilla, K. (2006). Semilingualism applied to the literacy behaviors of Spanish-speaking emerging bilinguals  Martínez, R. A. (2010). "Spanglish" as Literacy Tool		F2F: Critical Commentary 13  Hybrid/online: Discussion 13
15	<b>Closure</b>			<b>Case Study Part F</b>

## Course Assignments

Assignment and Description	Due Date	Student Learning Outcome	Score/Points
<b>Ethnographic Research Paper Part A</b>  Students will conduct weekly classroom observations and write ethnographic fieldnotes through the first half of the semester with a focus on linguistic practices, classroom discourse, and pedagogical practices. They will then analyze the observational data collected using theoretical frameworks from the readings covered in class and will report their findings in a research paper. Students will receive feedback from their	Due Date Part A WK 6	LD1, P1, TAA1  LD1, LD2, LD3, LD4	Score/Points Components 20 pts

<p>instructor and will also engage in a peer review process to receive additional feedback.</p> <p>Observation Data</p> <ul style="list-style-type: none"> <li>a) Classroom observations - Students will conduct classroom observations within their face to face clinical experience and/or online classroom observations.</li> <li>b) Discourse/conversational analysis of specific interactions- Discussions/conversations will be recorded and transcribed. Recorded Conversations will vary on topics and types of language interactions.</li> </ul> <p>Collected of field notes, Coding, finding themes</p>			
<p><b>Ethnographic Research Paper Part B: SOLOM Matrix and Sociolinguistic Observation (C4-Writing)</b></p> <p>For F2F courses, students will select a focal student to conduct the Student Oral Language Observation Protocol (SOLOM) to help determine language proficiency development, growth, and learner’s linguistic practices. The observations can occur in English and in the students’ native language, must account for bilingual development and consider translingual practices (they should not focus solely on English). The observations will take place in a variety of contexts (academic, social/informal, etc) within the school and if possible with parents. A minimum of three observations should be conducted at the beginning and end of the semester for a total of six observations.</p> <p>Once observations are completed, a written report of findings that will include a portrait and evidence about the students’ bilingual acquisition, strengths and areas in need of support, and a description of students’ authentic linguistic practices in various contexts. The paper should include assets-based, culturally sustaining recommendations for instruction and support, and specifically, ideas to leverage students’ authentic linguistic practices for agentic learning and growth in various areas (including linguistic, academic, social, and personal) as well as to address relevant state standards.</p>	<p>Due Date Part B WK 7</p>	<p>LD2, LD4, L4, L7</p>	<p>Score/Points Total 20 pts</p>
<p><b>Ethnographic Research Paper Case Study Part C</b></p> <p>Students will develop questions for semi-structured interviews with focal student(s), their parents, and their classroom teacher. They will conduct their interviews and will analyze them using the sociocultural frameworks covered in class during the second part of the semester. Students will use the findings from Part A for context and will write a final research paper. Students will engage in a peer review process and will also receive feedback from the instructor.</p> <p>Interview Data</p>	<p>Due Date  Part C Wk 14 Peer  Final Draft WK 15</p>	<p>LD1, P1, TAA1  LD1, LD2, LD3, LD4</p>	<p>Score/Points Components 35 pts</p>

<p>a) Interview of teacher: language ideologies- Teacher candidates will create interview questions that focus on addressing views of language and how these views intersect with classroom practices.</p> <p>b) Interview of student: Teachers candidates will interview a k-8 student and focus on addressing views of language and their relationships in the classroom.</p> <p>c) Parent interview: Funds of Knowledge Teacher candidates will interview a parent to address views of language, funds of knowledge, and how these views influence their role as a parent. Students will gather evidence , analyze, and submit preliminary interpretations for feedback.</p>			
<p><b>Participation ---</b>  <b>Topic Presentation</b>                  Students will prepare a group presentation on a set of designated course topics reflecting sustained, in-depth, and critical engagement with the material. Students will designate specific topics for each group member to synthesize the material, interpret it, evaluate it, and present it in a creative speech identifying evidence or making connections to current events or a piece of media.</p> <p>Students will deliver a speech, share a piece of relevant media, and present questions for discussion.</p> <p>The purpose of this assignment is to provide an opportunity to formally evidence learning in the class, grounded in reading, class discussions, and learning experiences. Speeches will be digitally recorded and be accompanied with a 2-page paper outlining how they applied course learning.</p>	<p>Due Date</p> <p>Weekly</p>	<p>LD1, LD2 LD3, P1, TAA1</p>	<p>Score/Points</p> <p>10 pts</p>
<p><b>Attendance</b></p>			<p>15 points</p>
<p><b>Total Points</b></p>			<p>100 pts (80/100 points for writing)</p>

**Grading Scale**

A+	100% to 97%	C	< 77% to 70%
A	< 97% to 90%	D	< 70% to 60%
B+	< 90% to 87%	E	< 60% to 0%
B	< 87% to 80%	EN	Failed, Never participated
C+	< 80% to 77%	EU	Failed, Did not complete

The grading scale does not include pluses or minuses.





## **COURSE/INSTRUCTOR EVALUATION**

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

## **UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES**

### **ACADEMIC INTEGRITY/PLAGIARISM**

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information, or assisting with such activities.

### **SELF-PLAGIARISM**

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgment (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

### **Copyright Notice**

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage devices for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

### **ACCOMMODATION FOR RELIGIOUS PRACTICES**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

### **ATTENDANCE AND PARTICIPATION**

Students are expected to attend and participate in course meetings and activities. If individual circumstances arise, advance communication with the instructor is expected, if at all possible. Attendance and participation points are earned for in class activities. Make-up work may be allowed at the discretion of the instructor for special circumstances.

#### **CELL PHONE POLICY**

Students are expected to adhere to responsible use of technology and academic integrity policies. Please silence your phone and refrain from personal use.

#### **ELECTRONIC COMMUNICATION**

Acceptable use of university computers, the internet, and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

#### **GRADE APPEALS**

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

#### **HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

#### **PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy.

Providing false or misleading information or failure to cooperate may result in disciplinary action.  
<https://www.asu.edu/aad/manuals/acd/acd401.html>

#### **LATE AND MISSING ASSIGNMENTS**

**Insert your individual or division's policy here.**

#### **MILITARY PERSONNEL STATEMENT**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

#### **MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES**

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity. Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

#### **STUDENT CONDUCT and PROFESSIONAL BEHAVIOR**

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

#### **(THIS SECTION IS ONLY NECESSARY FOR INITIAL CERTIFICATION STUDENTS)**

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP).  
<https://education.asu.edu/student-forms-policies>.

#### **TITLE IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at [Sexual Violence Awareness and Response](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

#### **UNIVERSITY SERVICES**

##### **DISABILITY ACCOMMODATIONS FOR STUDENTS**

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Student Accessibility and Inclusive Learning Services (SAILS) <http://eoss.asu.edu/drc> The Mary Lou Fulton Teachers College encourages admitted students

with disabilities or disabling health conditions who believe that they may need an accommodation to register with SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors.

### SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group-facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

### TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

#### Student Purchases:

Discounted pricing for students purchasing laptops or desktop computers is available through the ASU bookstore or online. <https://www.bkstr.com/arizonastatestore>

#### ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

#### Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

### TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>. [MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

### WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers>.

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.

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## APPLYING LINGUISTICS IN THE CLASSROOM

A Sociocultural Approach

ARIA RAZFAR  
JOSEPH C. RUMENAPP

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# Applying Linguistics in the Classroom

A Sociocultural Approach

## Book Description

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Making linguistics accessible and relevant to all teachers, this text looks at language issues in the classroom through an applied sociocultural perspective focused on how language functions in society and in schools—how it is used, for what purposes, and how teachers can understand their students' language practices. While touching on the key structural aspects of language (phonetics, phonology, morphology, and syntax), it does not simply give an overview, but rather provides a way to study and talk about language.

Each chapter includes practical steps and suggests tools for applying different kinds of linguistic knowledge in classrooms. The activities and exercises are adaptable to elementary or high school settings. Many examples focus on the intersection of math, science, and language. Teacher case studies show how real teachers have used these concepts to inform teaching practices. Given the increasing use of multimedia resources in today's schools, multiple mediums are integrated to engage educators in learning about language. The Companion Website provides a multitude of relevant resources that illustrate the diversity of language functions and debates about language in society.

# Table of Contents

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1. Language as Social Practice: Sociocultural Foundations of Discourse & Learning
2. Neurolinguistics: Rethinking Language in the Flesh
3. Phonology: Why Language Sounds Different to Second Language Learners
4. Phonics and Whole Language: Linguistic Foundations
5. Syntax: English Learners Building Sentences
6. Morphology: Building Words with English Learners
7. Semantics: The Beginning of Meaning
8. Written Language: Historical Developments in Literacy
9. Language Learning: Basic Principles and Debates
10. Learning and Context: Language and Activity
11. Functions of Language: Using Language around the World
12. Narratives: Living a Narrated Life
13. Language and Identity: Who We are and How We Speak
14. Language Ideologies



**Saville-Troike, M. (2006). *Introducing second language acquisition* .  
Cambridge, UK: Cambridge University Press.**

1 Introducing Second Language Acquisition 1 What is SLA? 2 What is a second language? 3 What is a first language? 4 Diversity in learning and learners 5 Summary 5 Activities 6

2 Foundations of Second Language Acquisition 7 The world of second languages 8 The nature of language learning 12 L1 versus L2 learning 16 The logical problem of language learning 21 Frameworks for SLA 24 Summary 29 Activities 29 Further reading 30

3 The linguistics of Second Language Acquisition 31 The nature of language 32 Early approaches to SLA 33 Universal Grammar 46 Functional approaches 52 Summary 62 Activities 63 Further reading 64

4 The psychology of Second Language Acquisition 67 Languages and the brain 68 Learning processes 73 Differences in learners 81 The effects of multilingualism 93 Summary 94 Activities 95 Further reading 96

5 Social contexts of Second Language Acquisition 99 Communicative competence 100 Microsocial factors 101

vi CONTENTS

Macrosocial factors 119 Summary 130 Activities 130 Further reading 132

6 Acquiring knowledge for L2 use 133 Competence and use 134 Academic vs. interpersonal competence 135 Components of language knowledge 137 Receptive activities 153 Productive activities 162 Summary 169 Activities 170 Further reading 171

7 L2 learning and teaching 173 Integrating perspectives 174 Approaching near-native competence 179 Implications for L2 learning and teaching 180 Summary 180

Answer guide to questions for self-study 181 Glossary 185 References 197 Index 205





