Midwestern State University
Gordon T. & Ellen West College of Education
EDBE 5033 270 – Linguistic Foundations of First and Second Language Acquisition
Spring Semester 2011
January 15 - May 14
5:30 - 8:20 p.m. W
Dillard Building 342

Dr. Linda Prieto
Ferguson 102C
Phone: 397-6265 E-mail: linda.prieto@mwsu.edu
Office Hours: 9:00 – 11:00 M - R; 3:30 – 5:30 p.m. W (or by appointment)

**Required Readings**


**Course/Catalog Description**

EDBE 5033 Linguistic Foundations of First and Second Language Acquisition: Introduction to the field of linguistics with particular emphasis on bilingual/ELL pedagogy including methods of analysis, the nature of language and language systems (MSU Graduate Catalogue, 2010-2012. 92).

**WCOE Conceptual Framework**

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development – GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners – GWCOE recognize the value and challenges of individual differences:
- Reflection – GWCOE engage in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships – GWCOE develop positive relationships, use collaborative processes, and behave ethically.
- Communication – GWCOE communicate effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development – GWCOE actively engage in continuous learning and professional development.
Strategies and Methods – GWCOE use a variety of instructional strategies aligned with content to actively engage diverse learners.

Content Knowledge – GWCOE demonstrate mastery of the content area(s) and remain current in their teaching fields.

Planning Process – GWCOE demonstrate effective planning as part of the instructional cycle.

Assessment – GWCOE demonstrate formative and summative techniques to plan, modify, and evaluate instruction.

**Objectives**

1. Students will be exposed to the field of linguistics with particular emphasis on bilingual/ELL pedagogy.
2. Students will learn methods of analysis, the nature of language and language systems.
3. Students will acquire linguistic knowledge of the production of sounds in English and Spanish.
4. Students will acquire linguistic knowledge of English as a second language.
5. Students will be exposed to language variation and modification.
6. Students will understand the interdependence of first (L1) and target languages (L2).
7. Students will be introduced to linguistic concepts they need to understand to make informed decisions based on scientific information about how to teach emerging bilinguals.

**Dispositions**

1. Students will adopt a critical stance regarding language acquisition.
2. Students will see themselves as capable of creating challenging, supportive, and learner-centered environments in diverse settings.
3. Students will adopt a belief that all children can learn and that teachers must respond to students’ constantly changing individual developmental needs.
4. Students will be open to new ideas and value a flexible, contextual approach to instructional decision making.
5. Students will realize that meaningful learning results from active mental engagement and reflection.

**Assessments**

Students will demonstrate mastery of these standards by their participation in class, the completion of a Paired (Auto)biographical Dialogue project, a presentation of selected readings, a linguistic community project, and a final exam. You must also schedule to meet with the professor outside of class at least once during the semester.
## Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Jan. 19</strong></td>
<td><strong>Readings:</strong> Freeman &amp; Freeman Introduction &amp; Ch. 1 Course Introductions; Prieto, <em>The Stings of Social Hierarchies</em></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Jan. 26</strong></td>
<td><strong>Readings:</strong> Freeman &amp; Freeman Chs. 2 &amp; 3</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Feb. 2</strong></td>
<td><strong>Readings:</strong> Freeman &amp; Freeman Chs. 4 &amp; 5</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Feb. 9</strong></td>
<td><strong>Readings:</strong> Freeman &amp; Freeman Chs. 6 &amp; 7</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Feb. 16</strong></td>
<td>Library Day</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Feb. 23</strong></td>
<td><strong>Paired (Auto)biographical Dialogue Presentations</strong></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Mar. 2</strong></td>
<td><strong>Readings:</strong> Freeman &amp; Freeman Ch. 8</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>Mar. 9</strong></td>
<td><strong>Readings:</strong> Freeman &amp; Freeman Ch. 9 &amp; Afterword</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td><strong>Mar. 16</strong></td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>Mar. 23</strong></td>
<td><strong>Readings:</strong> Zentella Chs. 1 &amp; 2</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td><strong>Mar. 30</strong></td>
<td><strong>Readings:</strong> Zentella Chs. 3 &amp; 4 (Student Presentations)</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td><strong>Apr. 6</strong></td>
<td><strong>Readings:</strong> Zentella Chs. 5 &amp; 6</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>Apr. 13</strong></td>
<td><strong>Readings:</strong> Zentella Chs. 7 &amp; 8 (Student Presentations)</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>Apr. 20</strong></td>
<td><strong>Readings:</strong> Zentella Ch. 9</td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td><strong>Apr. 27</strong></td>
<td><strong>Readings:</strong> Zentella Chs. 10 &amp; 11 (Student Presentations)</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td><strong>May 4</strong></td>
<td><strong>Readings:</strong> Zentella Ch. 12 &amp; Linguistic Community Project Presentations</td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam:</strong> Wednesday, May 11th 5:45 – 7:45 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Commencement:</strong> May 14th</td>
<td></td>
</tr>
</tbody>
</table>

## Assignments

1. **Student Engagement**  
   You are expected to complete assignments prior to class and to actively participate in (small and large) group discussions (may include in-class writing assignments).  

2. **Paired (Auto)biographical Dialogue Project**  
   For this assignment you will be paired with a classmate (as determined by the professor). You will take turns interviewing one another. Interviews will be digitally recorded and submitted to the professor. You will ask and answer all questions listed on the P(A)BDs guide (posted on WebCT) as well as develop and answer an additional two culturally relevant questions (questions must be approved by the professor).
Each interview shall be no less than 45-minutes in length. No interview is expected to last more than one and a half hours. After conducting the paired interviews, you and your partner will write each other’s cultural and linguistic biographies as well as comment on one another’s writing.

When writing your report, consider how you would incorporate a student from this cultural background into your classroom—How would you embrace this culture? How would you integrate this culture into your classroom? What is most important for teachers to know about this culture? Your P(A)BD paper shall be no less than five (5) double-spaced pages written in Times New Roman 12-point font. You are to utilize the American Psychological Association (APA) writing guidelines. It is expected that sources of information are credited in the paper. A completed Writing Checklist (posted on WebCT) must be included with your report.

You will also develop a 15-minute presentation about your partner to introduce her/him to the class. Your presentation will use some form of technology and include at least one cultural artifact that represents your partner.

3. Class Presentation on Selected Readings 15%
You will sign up in pairs to present and lead discussion on assigned readings for a given class. The possible readings have been identified in bold on the Calendar. Use of technology is highly encouraged.

4. Linguistic Community Project 25%
In pairs, of your choosing, you will conduct a brief community study in two public school settings. The focus of this study is to examine and help us understand the social construction of language, specifically Spanish/English bilingualism in those settings. This project will involve interviews, surveys, observations, and readings related to the status of Spanish/English bilingualism in the setting you select. The study will also involve a compare and contrast of your corresponding schools/classrooms. Your linguistic community paper shall be no less than five (5) double-spaced pages written in Times New Roman 12-point font. You are to utilize the American Psychological Association (APA) writing guidelines. It is expected that sources of information are credited in the paper.

You will also develop a 15-minute presentation to share your findings with the class. Your presentation must incorporate some form of technology.

5. Final Exam 20%
The final exam is scheduled for Wednesday, May 11th from 5:45-7:45pm. The format may include: fill in the blank, multiple choice, true/false, complete the sentence, matching and/or short answer.

Grading Procedures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>Work is outstanding and exemplary</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Work that is above the minimum requirements</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>Work that meets expected level of performance for most students</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>Work that falls short of minimum criteria</td>
</tr>
<tr>
<td>F</td>
<td>59% or below</td>
<td>Work that falls well below the expected level of performance for most students</td>
</tr>
</tbody>
</table>

Attendance Policy

1. You are expected to attend all classes. Failure to attend class will result in a loss of 5 points from your overall grade for the third absence. Each absence after this one will result in your grade being lowered an additional 10 points. Students with seven or more absences cannot receive a grade higher than
an “F” for the course. If you are going to be absent or late, e-mail or phone the instructor prior to class. This is good professional practice.

2. You are only allowed 2 absences. Excused absences are those requiring a doctor’s excuse or other written documentation, which must be turned in to the Dean of Students’ Office for further evaluation. It is the student’s responsibility to provide the written documentation to avoid the loss of points. An exception can be given if it is a religious holiday. You need to notify the instructor immediately as you become aware that an absence will occur.

3. Punctuality is also expected for all classes. Arriving 5 minutes late for the class is considered a tardy. Three tardies will result in a loss of 5 points from your overall grade. Each tardy after this one will result in your grade being lowered an additional 10 points. When you arrive 10 minutes after class has started or leave before it ends, you will be counted absent for that class.

Other Class Policies

Study Time Requirements – For each class hour, at least three hours outside of class are expected. This course will meet 3 hours a week. Therefore it is expected that you spend 9 outside-of-class hours each week to read, study, and complete your assignments. It is expected that if you enrolled in this course, you can meet the time requirements.

Disability Support – As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Academic Honesty Policy – Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. “Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors’ works.”

Professionalism Policy – Conduct as a professional educator is expected at all times. “Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.” Silence all cell phones before class starts. No texting is allowed. Texting is very distracting to all members of the class and is considered rude and disrespectful behavior.

Handout Policy – The instructor will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure to make arrangements for a peer to collect materials for you.

Late Assignment Policy – Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Ten points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days before the due date, but only one time per semester. Assignments must be turned in with a hard copy on the day they are due, as stated on the course calendar.
Inclement Weather Policy – In case of inclement weather, students are encouraged to check the weather announcement on the MSU homepage or to call the education department (397-4370) if they have no immediate access to the Internet.

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes” (from Student Handbook).

References

