ELAN 7501: Educational Linguistics

Instructor: Ruth Harman
Language and Literacy Education
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Office hours: Wednesdays 3pm – 4:30 or by appointment

Course Description

This course focuses on key developments in education language research in three distinct ways. We first explore the linguistic resourcefulness of literary discourse, with illustrations from poetry, prose and drama, as a valuable nexus to explore graphology, phonology, morphology and semantics. Second, based on a systemic functional linguistics perspective (SFL), we explore how language provides us with a *pliable* set of resources for use in different social and academic contexts. Based on this perspective, for example, we see how the patterned variations in vernacular English (e.g., AAVE and code switching) need to be validated in classroom discourse. Third, we explore how educational linguistics can assist in designing, implementing and reflecting on the literacy development of students in a variety of academic registers and contexts

Required Readings

The following books are required:

Simpson, P. (1997). *Language through literature: An introduction*. London: Routledge

Young, L., & Fitzgerald, B. (2006). *The power of language*. London: Equinox

Other reading materials will be available on WebCT

Policies

Academic Honesty: All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including course failure and/or dismissal from the university. Plagiarism will result in course failure. Refer to the APA publication manual for correct referencing and citations http://www.apastyle.org/. All academic work must meet the standards contained in "A Culture of Honesty." Please see: http://www.uga.edu/academic_honesty/index.html

Students with Disabilities: I am personally committed, as is the University of Georgia, to full inclusion of students. If you have a documented disability and require academic accommodations, please contact me individually. You may also contact Disabled Student Services (DSS), 706-542-8719 (voice) 706-542-8778 (TTY) or on the web at www.drc.uga.edu .

Cell Phones
Students must turn off cell phones during class time.

Assignments and grading scale:

Participation, Attendance and Reading Log	20%
Relevant Linguistics Project	20%
Reading facilitation	20%
Final Project	40%

Grading scale: 94-100 A, 91-93 A-, 88-90 B+, 84-87 B, 81-83 B-, 78-80 C+, 74-77 C, 71-73 C-

Description of Assignments and Requirements

Class Participation and Reading Log (20%)
Regular class attendance and active participation is required for all students. You are expected to keep up with the readings and come to class prepared to take responsibility for discussions and independent or group presentations. You are expected to inform the instructor of any planned absences in advance and as soon as possible for unplanned absences. *Absences in excess of two will result in a half-grade deduction (for example A—A-) for each additional absence.*

You will be also asked to write in-class guided response papers during class at least twice during the semester. The following assignments are also part of this grade:

> Reading Log: One of the best ways to prepare for class is to read the assigned reading(s) ahead of time and to answer the question(s) designated for that week. Please always bring your reading log to class to share. The reading log is a place for you to 'think on paper,' to try out different perspectives on theories and praxis in content-based instruction. Please date and label each entry in your journal. At least twelve reader reactions over the course of the term are required. Please upload your log on a weekly basis to discussion thread in elearning commons by Monday evening at 8pm.

Reading Facilitation (20%): Once in the semester you will serve as a reading facilitator (selection of dates on second day of term). On your designated day, you will prepare a 15 minute (maximum) presentation (with graphics and/ or multimedia) on the readings and a 25 minute discussion activity. You will be expected to respond to classroom discussion thread on the week of your facilitation and incorporate comments in your presentation.

Relevant Linguistics Project (20%)

This 8-10 page paper will be an in-depth review of at least two readings related to some aspect of topics found in Simpson and related readings from WebCT (e.g. American English variations; Graphology and morphology; Lexical semantics; Cross cultural narrative styles)
Your paper should include:
> Summary of the readings that is succinct
> In-depth discussion of key points in the readings
> Suggestions about how you would use the information from the readings to plan classroom activities in teaching English or a second language.
> Presentation of paper in class with handouts for class participants

Final Paper (40%)

You are encouraged to work with your group on this final project but you are required to hand in *individual* papers. The final paper needs to have the following elements:

1)   Introduction: Why take a socio cultural approach in teaching language? What does it mean to adopt a functional linguistic perspective in teaching language? (Please refer to readings from the course)

2)   Present a profile of projected classroom (demographics/ linguistic background of students) where you would use SFL approach to teaching

3)   Based on the grade level and content area, choose a student text and an excerpt from a textbook and provide an analysis of the following: Interpersonal, Experiential and Textual metafunctions. Comment also on the context of production and dissemination

4)   Based on this analysis and based on your readings over the course of the term, reflect on what activities you would use to move students forward in understanding the content material? How to use innovative ways to help students understand the language demands of the content area you have chosen (Type of activities/ scaffolding/field, tenor, and mode aspects/ use of multimodality)

Harman, ELAN 7501 Schedule (Subject to change!)

Week	Topic	In Class	Reading due	Assignment due
August 17th	Language as system of choices	Free Write: What is "language"? Why should teachers know about language use? How should they use knowledge of language and grammar in their teaching?	None	Reflection on language
August 24th	Graphology, Phonology and Morphology	Language Autobiography Sharing Language in Literature: Graphology and Morphology Facilitator: Ruth Harman	Simpson, P. (1997). Chapters 1 and 2 Download from elearning commons Chapter from Denham (Curzan: Spelling stories: A way to teach the history of English	Log 1: Comments on Simpson Bring short language autobiography to share with class
August 31st	Lexical semantics	Words and Meanings: an introduction to lexical semantics	Simpson, P. (1997). Chapter 3 Lucas, T. (2005) Language Awareness and Comprehension	Log: Reflection on Simpson and Lucas

		Facilitator:	through puns among ESL learners. *Language Awareness* 14(4).	
September 7th	Language and Story Telling	Patterns of cohesion in a short story Story telling Facilitator:	Simpson, P. (1997). Chapter 4 Bayley, R. & Schecter, S. (2005). Spanish Maintenance and English Literacy. In Denham & Lobeck. *Language in the Schools: Integrating Linguistic Knowledge into K-12 teaching.*	Log on Readings Write and bring short story to tell
September 14th	Language Variation Equity	Discussion on Standard and Vernacular Englishes Lecture: Competing definitions of language Video on American Varieties and group discussion Facilitator:	Lobeck, A. (2005). A Critical Approach to Standard English. In Denham & Lobeck. *Language in the Schools: Integrating Linguistic Knowledge into K-12 teaching.* Wheeler, R. (2005). Contrastive analysis and code switching. In Denham & Lobeck. *Language in the Schools: Integrating Linguistic Knowledge into K-12 teaching.*	LOG 2: Discuss concepts from Simpson and Wheeler that made you think differently about language teaching OR that you disagree with Think about who you will interview someone about their views of language variation in classroom instruction
September 21st	American English Variations	Log Share Lecture:	No official class. Time will be spent at JJ Harris with classroom teacher (Time to be specified)	LOG: Write up observation report on your visit to school.

		Transformational Versus Functional Perspective on Language Interview protocol (handout): be ready to discuss who you will interview FACILITATOR:	As part of Relevant Linguistics Project, students are encouraged to work with teacher at JJ Harris (more details in class)	Decide which of the readings in Simpson and/or other readings in the WebCT file entitled "Relevant Linguistics" you would like to review in more depth.
September 28th	Functional Approach to teaching language	Log Share Lecture: Genre and Context of Culture (Example with Joanne's teaching approach) Workshop: analysis of clauses in texts FACILITATOR:	Young & Harrison: Chapter 1. WebCt: Derewianka (1990), Chapter 1 Butt et al, (2001). Chapter 1	LOG 5 Based on Thompson, Derewianka and Butt et al, explain advantages of adopting functional linguistics perspective of meaning in teaching and research
October 5th	Relevant Linguistics	Pair Presentations on relevant linguistics with designated discussants for each pair	Read articles related to your project	Submit hard and digital copy of presentations, papers and any handouts related to your presentation
October 12th	Interpersonal Metafunction: Mood	Log Share Lecture: *There's an Eye in the Text* – Multimodality and Appraisal Interpersonal meta function (and content of production) in Spinelli's *Maniac Magee* FACILITATOR:	Young & Harrison, Chapter 3 and Chapter 6	LOG: Do exercises in Chapter 3 Post group analysis of context of culture of text in WebCT discussion thread
October	Experiential	Log Share		LOG: Reflect

19th	Meta function: representing the world	Lecture: Experiential Analysis of Miguel's Expository Writing Group analysis: analyze selected text for experiential elements	Chapter 2, Young & Harrison , WebCt: Derewianka's Arguments. Read also Chapter 8 in Writing Resource Book	on Young & Harrison and WebCT: Submit Group analysis of interpersonal meta function of text
October 26th	Textual Function: how are texts organized?	Log Share Lecture: Analyzing Theme and Rheme in Spinelli's *Maniac Magee* Workshop: Analysis of textual features in text.	Young & Harrison, Chapter 4 WebCT:: Yang, Ramirez and Harman.(2007). EFL Chinese Students and High Stakes Expository Writing. *Columbia Applied Journal of Linguistics,* vol.9.	LOG: Reflect on Readings Elearning: Upload experiential analysis of text
November 2nd	Bringing it altogether	Log Share Lecture: Bernardo and Miguel Data Workshop: Continue working with group	Halliday, M.A.K. (1993) Towards a language-based theory of learning. *Linguistics and Education,* 5. Reread readings on elearning commons most relevant for your final paper WebCt Consult Chapters in Knapp & Watkins (uploaded in genre folder) relevant to your project Also consult Writing Resource Guide	LOG 11 Reflect (and critique) on how Halliday's theory of how children learn language and Bayley et al's view of language maintenance connect to your approach to teaching language Elearning site: Group analysis of textual function in student text.

November 9th	Bringing it altogether	NO FORMAL CLASS: Meet with group and work on paper	Readings related to your final project	LOG 12: Reflect on how your final project is shaping up: strengths and challenges – EMAIL LOG 12 on November !!
November 16th	Critical Language Awareness	PPT: Critical Language Awareness Discussion about role of educator Role Playing (related to final paper and ideas of how to address needs of students in praxis) FACILITATOR:	Harman, R. (in review). Language of Literature and Upper Elementary Writing Instruction: Language Minority Students as Agentive Text Makers. Gebhard, Harman, & Seger, (2007) Recess Article. *Language Arts.*	Log: Reflect on the role of educator in global world of Englishes
December 30th	Presentations of Final Projects	Presentation of final project as follows: 1) Context 2) Theoretial assumptions 3) Main finding from your analysis 4) Implications for your teaching and/or research Sharing of papers with reviewers Celebration!!!		Short presentations (in pairs or alone) Bring two copies of first Draft of Paper to class (one for peer reviewer and one for me) (Comments need to be send to partner by December 3rd)
December 6th by NOON	SUBMIT HARDCOPY AND ELECTRONIC COPY OF FINAL PAPER AND PORTFOLIO (WITH ANALYSES OF TEXTS)			

Other Resources

http://www.umass.edu/accela/llc/794d/sfl/index.htm
In the course website, you can find the syllabus, readings, schedule, lectures, ACCELA's teachers' analysis of students' work, and other additional resources.

http://wwwfp.education.tas.gov.au/english/critlit.htm

This link is a part of a website containing teaching ideas, curriculum advice, news, reviews, information on professional learning programs and multiple links. This specific link concentrates on critical literacy. It addresses questions such as what is critical literacy and why is it important and how does critical literacy look like in the classroom. It provides links that expand the approach as well as an annotated list of resources.

http://www.tki.org.nz/r/assessment/exemplars/index_e.php
This link displays New Zealand Curriculum Exemplars in English**,** Mathematics, The Arts (Dance Drama Music The Visual Arts), Science**,** Technology, Health and Physical Education and Social Studies**.** Exemplars are authentic pieces of student work, annotated to illustrate learning, achievement, and quality in relation to levels of national curriculum standards. The purpose is to highlight features that teachers need to watch for, collect information about, and act on to promote learning. It is based upon an alternative understanding of evidence based instruction that starts with the information gathered by teachers in the local context that seeks to move students forward.
There are over 75 exemplars displayed. A representative example with expository texts can be found at
http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_4f_e.php

http://www.grammatics.com/appraisal/index.html
The website is a complete reference to studying the language of attitude, arguability and interpersonal positioning**.** This language is studied through the appraisal framework, which concentrates on an approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, and to manage interpersonal positionings and relationships. It includes numerous references and downloads.

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Criteria for class-based human subjects exemption

"Class Projects" refers to any class related work that involves human participants. Even though this work is not regarded as research (defined in the federal regulations as "a systematic investigation designed to contribute to generalizable knowledge") the Human Subjects Office must be notified prior to initiation to ensure that it falls within the parameters given below and is exempt from IRB review.

A. Parameters for Class Projects:

   1. NO MINORS: The project cannot include minors or any other vulnerable populations like pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals etc.
   Exception: Projects conducted in established or commonly accepted educational settings, involving normal educational practices, such as: work on regular and special education instructional strategies, or work on the effectiveness of, or the comparison among instructional techniques, curricula, or classroom management methods.

   2. NO MORE THAN MINIMAL RISK: "Minimal risk" is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities or the collection of private information that could put the participants at risk through a breach of confidentiality.

   3. NO DECEPTION: The class project cannot include any deception. Individuals must be fully informed and given the opportunity to voluntarily consent to participation.

   4. NO PUBLICATION: Data from class projects approved under this exemption cannot be used for publication or for thesis/dissertation research.

   5. NO VIDEOTAPING: Audio taping is allowed only if the recording is erased upon transcription or no later than the end of the semester.

<u>Recommended format for class project letter of consent (to use for interviewing):</u>

Dear Participant,

You are invited to participate in a project conducted as part of the requirements for a class in the Language and Literacy Education department at the University of Georgia. For this project I will be doing {Insert data collection methods to be utilized. EXAMPLE: some audiotaping and collecting information} to examine {Insert your research data interest}. The research will be supervised by the course instructor Dr. Ruth Harman.

The purpose of this research project is to help beginning researchers learn to analyze the linguistic and cultural challenges for students in classrooms. The information generated will not be used for academic research or publication. All information obtained will be treated confidentially.

For this project, you will
{Insert the participant's actions here}

For this project, I will
{Insert researcher's actions here}

You are free to withdraw your participation at any time should you become uncomfortable with it. If you have any questions or concerns, feel free to contact me at {Insert phone number}. I hope you will enjoy this opportunity to share your experiences and viewpoints with us. Thank you very much for your help.

Sincerely,

{Insert your name}

Ruth Harman
Assistant Professor, Language and Literacy Education

Please sign both copies, keep one copy and return one to the researcher.

_____   _____   _____   _____
Signature of Researcher   Date   Signature of Participant   Date

For questions or problems about your rights please call or write: The Chairperson, Institutional Review

Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411;

Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.