# COURSE SYLLABUS

**COURSE:** FACILITATING LEARNING FOR SPEAKERS OF NON-STANDARDIZED ENGLISH
**PRESENTER:** DR. UJU ANYA
**CREDITS:** 3 GRADUATE PROFESSIONAL CREDITS

## Course Overview

This course prepares K-12 educators with the knowledge, skills, and dispositions to support the academic language proficiency and achievement of Standardized English learners (SELs). The course provides teachers with the tools they need to help Standardized English learners develop academic English and promotes their access to academic content and material in their subject areas. Upon completion of this course, participants will be empowered to engage an increasingly diverse student body more effectively through culturally responsive pedagogy.

## Author Biography

**Dr. Uju Anya** is assistant professor of clinical education at the USC Rossier School of Education Master of Arts in Teaching English to Speakers of Other Languages (MAT-TESOL) program. She trains graduate teaching candidates in language learning theory, bilingual education, and classroom instructional methods. Dr. Anya conducts research in applied linguistics, sociolinguistics, and language learning with particular focus on race, gender, sexual, and social class identities in the language classroom. She also has expertise in service-learning and civic engagement in secondary and university-level language pedagogy. Before joining USC, Dr. Anya was a lecturer in applied linguistics and TESOL at UCLA. She has taught language in K-12 schools, universities, adult community, and corporate programs in the US, Europe, Asia, and South America. She has also trained language teachers worldwide in theory, methods, and technologies of language learning. Dr. Anya received her PhD in applied linguistics from UCLA, her MA in Brazilian studies from Brown University, and BA in Romance languages from Dartmouth College. She has publications in the journals *Foreign Language Annals* and *Issues in Applied Linguistics*, as well as an upcoming book entitled *Racialized Identities in Second Language Learning* to be released by Routledge in 2015.

As you take this course, you will:

- listen to experts.
- watch real classroom learning.
- read research and best practice.
- access resources to support implementation.

**Course Objectives**

In this course, you will:
1) examine the connection between Standardized English proficiency and the achievement gap.
2) reflect upon and discuss the influence of language and cultural background on schooling.
3) examine common beliefs about speakers of different varieties of English in your classroom and the influence of teacher expectations on student success.
4) identify differences between Non-Standardized and Standardized American English, along with the most prominent linguistic features of African American English and Chicano English, two commonly spoken varieties of Non-Standardized American English.
5) identify the Standardized English learners (SELs) in your classroom and assess their language proficiency.
6) recognize the cognitive benefits of multilingualism, codeswitching, and language and content expertise transferability across disciplines.
7) learn how to implement best practices in Funds of Knowledge pedagogy and culturally responsive teaching in your classroom through activities that connect the curriculum to your students' backgrounds.
8) gain strategies and plan activities in contrastive analysis, discourse analysis, grammaring, and graphic organization to promote metalinguistic awareness and build academic language skills among SELs.
9) discuss the importance of interdisciplinary collaboration and planning to promote academic language development among SELs in various subjects.
10) build strategies to promote effective academic discussion in the classroom and to incorporate academic language instruction and use into every lesson.

**Course Outcomes**

By the end of this course, you will be able to:
1) identify connections between Standardized English language proficiency and academic achievement.
2) describe the language varieties and diversity represented in your classroom and surrounding community.
3) recognize the impact of language ideologies, beliefs, and stigmas on teacher expectations of student abilities and intelligence, participation, classroom instruction, and interactions, and then concretely describe your expectations for educational achievement among the SELs in your classroom.
4) identify syntactical, grammatical, and phonological features most prominent in the varieties of English spoken by your students and assess their various levels of language proficiency.
5) make use of the cognitive benefits and resources of multilingualism, codeswitching, and the potential for transferability of language and content expertise across disciplines that SELs bring to the classroom.
6) engage student cultural references and connections with classroom curricula through Funds of Knowledge pedagogy and culturally responsive teaching.
7) create games and plan cooperative learning activities to build academic language mastery among SELs.
8) plan lessons and activities in which students construct meaning from text through contrastive analysis, discourse analysis, grammaring, and graphic organization.
9) plan lessons and activities to help students identify the conventions and differences in academic language within different disciplines and content areas.
10) collaborate with and educate colleagues within the same and across different content areas to integrate academic language instruction specially targeted for SELs across the curriculum.

**Course Resources**

Included within each unit are readings, resources, and materials available to download, save, and print. Make sure you access all materials for each unit by clicking on the "Resources" tab to the right of the screen. At the end of each unit, you will find a KDS Application Toolkit that includes resources that can be used for implementation the next day, e.g., graphic organizers, project ideas, suggested texts and all onscreen graphics that are available to print or download.

**Methods of Instruction and Evaluation**

- Pre and post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection Questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Apply It Activities (activities that apply new learning to one's own classroom)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that engage participants in online dialogue with their cohorts)
- Mid-course Project and Final Capstone Project

**Academic Honesty**

KDS and USC Rossier School of Education recognize plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult www.plagiarism.org.

| **Grading Policy**  (using rubric 1-4 scale system) | | **Percentage of Course Credit** | |
|---|---|---|---|
| Total grade for the course is a culmination of performance grades. | | Course grade is determined by the following: | |
| **A:** | 3.4 – 4.0 | **Reflections** | 15% |
| **B:** | 2.7 – 3.3 | **Checks for Understanding** | 25% |
| **C:** | 2.0 – 2.6 | **Mid-course Project** | 25% |
| **F:** | <2.0 | **Final Capstone Project** | 35% |

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

**Checks for Understanding and Reflection Rubric**

| Assessment | Underdeveloped (1) | Basic (2) | Proficient (3) | Distinguished (4) |
|---|---|---|---|---|
| **Checks for Understanding** | 65% or below | 66-79% | 80-89% | 90-100% |
| **Reflection Question** | Participant has included little to no content indicating consideration and comprehension of course content.<br><br>Participant has not addressed the questions posed.<br><br>Participant has copied from the course transcript without synthesis or analysis. | Participant has included little that indicates consideration and comprehension of course content.<br><br>Participant has answered most questions directly but some too briefly. | Participant has included appropriate content from the course content and made connections to practice.<br><br>Participant has made thoughtful comments in direct response to the prompts. | Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.<br><br>OR<br><br>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning. |

**Course Outline**

| Unit 1 |
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**Objectives:** In this unit, you will:
- examine the connection between Standardized English proficiency and the achievement gap.
- examine the history of interventions designed to address the achievement gap.

**Outcomes:** By the end of this unit, you will be able to:
- describe and contextualize achievement gap data and identify reasons why reform proposals to narrow the achievement gap have failed.
- situate the circumstances and statistics on the achievement gap in your own school and local district and evaluate the validity of local solutions to address inequity in opportunities and achievement.
- identify connections between Standardized English language proficiency and academic achievement.

**Resource:** KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

**Readings:** N/A

**Assessment:** Reflection questions, checks for understanding

| Unit 2 |
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**Objectives:** In this unit, you will:
- compare little d and big D notions of discourse.
- discuss the influence of language/cultural background on schooling.
- examine the influence of teacher expectations on student success.

**Outcomes:** By the end of this unit, you will be able to:
- identify and discuss the ideologies, beliefs, and stigmas surrounding language and speakers of different varieties of English within your classroom and community context.
- distinguish between the little d notion of discourse as oral/written speech and embodied language and the big D idea of discourse as ideological, cultural, and symbolic associations between language users and their membership in social groups and networks.
- describe and contextualize discourses represented in your classroom and community.
- recognize the impact of discourses and ideologies on teacher expectations of student abilities and intelligence, participation, classroom instruction and interactions.
- concretely describe and present your expectations for educational achievement among the Standardized English learners in your classroom.

**Resource:** KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

**Readings:**
- Summary handout based on Gee, J. (2012). Ch. 9: Discourses and literacies. In *Social linguistics and literacies: Ideology in discourses* (pp. 147-178). New York: Routledge.
- McKown. C. and Rhona Weinstein. (2008) Teacher expectations, classroom context, and the achievement gap. In *Journal of School Psychology* (pp. 235-261)*.* New York, NY: Elsevier Ltd.

**Assessment:** Reflection questions, checks for understanding

## Unit 3

**Objectives:** In this unit, you will:
- identify the linguistic features of African American English and Chicano English, two commonly spoken varieties of Non-Standardized American English.
- compare Non-Standardized and Standardized English to recognize and reflect on how Standardized English learners differ from English learners and "English-only" students.
- recognize the cognitive benefits of multilingualism, codeswitching, and language and content expertise transferability across disciplines.
- discuss the benefits of an asset approach to linguistic diversity.

**Outcomes:** By the end of this unit, you will be able to:
- recognize identifying syntactical, grammatical, and phonological features most prominent in the varieties of English spoken by your students.
- assess the various levels of language proficiency among students in your classroom.
- identify the cognitive benefits of multilingualism, codeswitching, and the transferability of language and content expertise across disciplines.
- describe the cultural capital, educational experience and other resources Standardized English learners bring to the classroom.

**Resource:** KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

**Readings:**
- Diamond, J. The benefits of multilingualism (2010, 15 October). *Science Magazine,* Vol. 330, pp. 332-333. Washington, DC: American Association for the Advancement of Science.
- Hughes et al. (2006). Code switching among bilingual and limited English proficient students: Possible indicators of giftedness. *Journal for the Education of the Gifted,* pp. 7-28. Williamsburg: VA: Center for Gifted Education.

**Assessment:** Reflection questions, checks for understanding

| Unit 4 |
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**Objectives:** In this unit, you will:
- gain strategies for building academic language skills among your students.
- understand how cooperative learning supports academic language development.
- plan cooperative learning activities for your students.

**Outcomes:** By the end of this unit, you will be able to:
- instruct your students on strategies for recognizing, understanding academic discourse.
- engage students in making connections between academic content, media consumption, social and cultural experiences outside the classroom.

**Resource:** KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction.

**Readings:**
- Amaro-Jiménez, Carla and Peggy Semingson. (2011, September-October). Tapping into the funds of knowledge of culturally and linguistically diverse students and families. *NABE News*, 33(5), pp. 5-8.
- Kinsella, K. (2010). Academic language function toolkit: A resource for developing academic language for all students in all content areas. http://www.literacyhow.com/wp-content/uploads/2013/06/Academic-Language-Functions-toolkit.pdf
- Moll et al. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In N. González, L. Moll & C. Amanti (eds.). *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 71-88). Mahwah, NJ: Lawrence Erlbaum.
- Zwiers, J. (2007). Chapter 5: Academic classroom discussions. In *Building academic language: Essential practices for content classrooms, grades 5-12* (pp. 101-134). New York: Wiley, John & Sons Inc.

**Assessment:** Mid-course Project

| Unit 5 |
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**Objectives:** In this unit, you will:
- distinguish between grammar as rules and language systems vs. grammaring as skills to use grammatical structures accurately, meaningfully, and appropriately and identify goals for metalinguistic awareness skill building for SELs in your classroom.
- gain an understanding of contrastive analysis, discourse analysis, and graphic organization skills to use in your lesson planning.
- reflect upon and discuss with peers the most useful and beneficial skills to serve the needs of SELs.

**Outcomes:** By the end of this unit, you will be able to:
- promote among Standard English learners metalinguistic awareness of grammatical forms, language varieties, functions, meaning, and appropriateness in usage.
- plan lessons and activities in which students construct meaning from text through contrastive analysis, discourse analysis, deconstruction, graphic organization, and games.
- implement grammaring practices to engage students in recognizing, constructing and reconstructing academic English commonly found in academic text and discourses.

**Resource:** KDS Application Toolkit related to the unit topic that provides project ideas reading suggestions and templates to support classroom planning and instruction.

**Readings:** N/A

**Assessment:** Reflection questions, checks for understanding

| Unit 6 |
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| **Objectives:** In this unit, you will:<br>• observe the variety of practices presented in the course within a classroom setting.<br>• reflect on how to incorporate these practices into your own classroom setting. |
| **Outcomes:** By the end of this unit, you will be able to:<br>• collaborate with and educate colleagues within the same and across different content areas on the academic language learning needs of Standardized English learners.<br>• recognize and prescribe effective interventions in culturally responsive pedagogy to promote academic language learning. |
| **Resource:** KDS Application Toolkit related to the unit topic that provides project ideas, reading suggestions and templates to support classroom planning and instruction. |
| **Readings:** N/A |
| **Assessment:** Reflection questions, checks for understanding |
| **Unit 7** |
| **Objectives:** N/A |
| **Outcomes:** N/A |
| **Resource:** N/A |
| **Readings:** N/A |
| **Assessment:** Final Capstone Project |