

WAYNE STATE  
UNIVERSITY  
COLLEGE OF EDUCATION

Syllabus

<b>Division:</b>	Teacher Education
<b>Program Area:</b>	English Education/Reading, Language, & Literature
<b>Course #:</b>	EED 6210
<b>Course Title:</b>	Language, Literacy, and Learning
<b>Section #:</b>	001
<b>Term/Year:</b>	Fall 2016
<b>Course Location:</b>	Online

**Office Hours:** For an appointment to meet in my office or via Skype, please email me at GinaDeBlase@wayne.edu. My Skype name is Gina.DeBlase. In-person office hours are on Wednesdays, 4:00 – 7:00 p.m. **Please email me to schedule an appointment**

**Office Phone #:** 313-577-0960

**Office Location:** room 233, College of Education

**E-mail:** GinaDeBlase@wayne.edu (**The best way to contact me directly**)

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**Course Description**

This course explores the teaching of language, grammar, and usage in English language arts classrooms, based in sociocultural and sociolinguistic approaches to teaching literacy and language.

**Course Outcomes**

The College of Education has established as its central theme “*The Effective Urban Educator: Reflective, Innovative, and Committed to Diversity.*” Consistent with this theme, this course is designed for teachers to better understand the ways in which students learn *through* language as they learn language. We will explore sociocultural, sociolinguistic, and critical theories of learning as they relate to linguistic and cultural diversity in the classroom in order to understand how these theories can help educators teach and support literacy in the ways that children and adolescents learn.

Throughout the semester, we will focus on the conditions and principles of teaching and learning that must be in place to create a productive literacy learning environment in the English language arts classroom. In effectively designed language and literacy instruction, a teacher’s practice is grounded in research-based theories, principles, and practices so that learning is possible for *all* students from *all* language backgrounds. A particularly important

objective for this course is for students to begin to recognize the relationship between language, culture and identity and its significance for the teaching of the English language arts.

This course is designed to address the following NCTE (National Council of Teachers of English at NCTE.org) objectives for teachers:

3.1 – through their writing, speaking, and teaching that they [teachers] understand the impact of cultural, economic, political, and social environments upon language and can convey that understanding to students by drawing upon both theory and practice;

3.1.6 – a knowledge of English grammars and use that knowledge in teaching both oral and written forms of the language;

3.1.8 – through their [teachers] own learning and teaching, the various purposes for which language is used;

4.5 – ability to create and sustain learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;

4.7 – ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

**NCTE Resolution – Students’ Rights to Their Own Language:** In 1972, the National Council of Teachers of English adopted a resolution on language and students’ dialects entitled “Students’ Rights to Their Own Language.” This statement can serve as a guidepost for thinking about our work in this course:

**We affirm the students’ right to their own patterns and varieties of language – the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the rights of students to their own language.**

### Required Texts

Barry, A.K. (2008). *Linguistic Perspectives on Language and Education*. Upper Saddle River, NJ & Columbus, OH: Pearson.

Delpit, L. & Dowdy, J.K. (Eds.). (2008). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press.

Other course readings, as needed, will be made available electronically via Blackboard and/or through Wayne State University Libraries.

### Technology Requirements:

This course is fully online. In order to be successful, you need regular access to a computer. This is particularly important because of the multiple due dates throughout the weeks of the semester.

You will need the following programs installed on your computer to read the course files and to fully participate in the activities and work of this online class. If you need assistance, please contact the Computer and Information Technology Office (C&IT) at 313-577-4778 or visit their website at [computing.wayne.edu](http://computing.wayne.edu) to locate necessary programs:

- A personal computer with Internet connection
- A word processing program that reads Microsoft Word Files
- Firefox or Chrome are fully functionally with Blackboard. **Please be advised that Microsoft Internet Explorer may not be compatible with all functions of Blackboard.** Symantic Antivirus or equivalent virus software (you can download for free from C&IT).
- A Skype account to connect with me during office hours. If you do not have a Skype account, you can register for free at [Skype.com](http://Skype.com).

## Course Projects

**Blackboard Discussion** – You will be responsible for participating in the discussion for each week’s seminar during the course of the semester. Details for how to participate are available on Blackboard. Discussion questions will be posted weekly. You must participate in every discussion in a thoughtful and constructive manner in order to receive full credit. (Undergraduate & Graduate; 25 points)

**Family/History/Culture** – In this project, you will explore aspects of family history, language, and culture in your own life. You will trace your own linguistic background, family history and traditions (both formal and informal), write a short essay (3-5 pages), and share some of your findings with your classmates. (Undergraduate & Graduate; 15 points) **DUE by the end of the day on Friday, September 16.**

**Language Stories and Literacy Lessons in the Community** – This investigative activity will help you consider issues of language and literacy as they function in neighborhoods and communities outside of schools and classrooms. This will help to further our understanding about how to support learners who are culturally and linguistically proficient in out-of-school contexts. (Undergraduate 20 points; Graduate 15 points) **DUE by the end of the day on Friday, October 21.**

**Multicultural Literature for Children or Young Adults** – For this project, you will develop an annotated bibliography of titles which can be used to teach multicultural literature to students at either the elementary (K-6) level or secondary (7-12) level. You will choose the level at which you are currently or teaching or plan to teach. (Undergraduate 20 points; Graduate 15 points) **DUE by the end of the day on Monday, November 28.**

**Final Exam-** This is an essay/short answer exam. It will be posted on Blackboard on Wednesday, December 14 (Undergraduate & Graduate 20 points) and will be **due no later than the end of the day on Friday, December 16.**

**Graduate Students Only** – Those taking this course for graduate credit (i.e., masters degree or above) will be required to complete a written review of 5 journal articles that address one or more of the NCTE objectives listed at the beginning of this syllabus. You will select the articles from a reading list that will be provided. (Graduate only; 10 points). This list will be provided to you early in the semester and you will have the option of submitting it any time prior to **Monday, December 12.**

## Grading System

### **Undergraduate Grades:**

A 95-100      B+ 89-85      C+ 78-80      D+ 69-66      F 64 or lower

A- 94-90      B 84-80 C 77-75 D 65-68

B- 79-83C- 74-70D- 64-67

### **Graduate Grades:**

A 94-100      B+ 88-89      C+ 76-79      F 69 or lower

A- 90-93      B 83-87 C 70-75

B- 80-82

## Class Policy and Expectations

- All writing and assignments must be submitted to me via the Blackboard course site only. Do not send them to me via email or in an email attachment. Do not send a “back-up” copy to me via email. Please access the Blackboard Guide for Students for instructions on how to submit an assignment in Blackboard: <https://studentdemocourse.wikispaces.com>. You can also find this information by signing into Blackboard and clicking on “Blackboard Guidelines for Students” on the homepage. Please do not wait until the night an assignment is due to learn how to submit an assignment. Acquaint yourself with the process early in the semester.
- You must be familiar with Blackboard in order to successfully complete this course. If Blackboard is new or unfamiliar to you, please review “Blackboard Guidelines for students” on the Blackboard homepage.
- All email correspondence to me must be generated from your Wayne State email account. I do not open email sent from addresses I do not recognize. All email correspondence generated from me will be sent to your Wayne State email account only. It is your responsibility to be sure that you receive emails in the event you redirect your WSU email to another email address. It is also your responsibility to be sure that your email box is not full or inactive.
- It is your responsibility to check the Blackboard Announcement Page and WSU email account several times a week for possible updates and changes (due to the online nature of this course).
- All assignments, projects, writing, and discussion board participation are due on time and when assigned. Late work is not accepted. **All** work (including discussion boards and any group work) must be completed satisfactorily in order to pass this course. Missing or incomplete work will result in a failing grade.
- This is a 3 credit hour class. This means that, in addition to the time required to post and respond to discussions and other online activities, you should anticipate an additional one hour of homework per credit hour, per week. This equates to three hours of homework a week devoted to completing the requirements of this course **in addition to** time spent participating in online activities and work.

### **Teacher Education Policy Statement on Graduate Student Dispositions and Academic Progress**

#### **Professionalism**

Students admitted to a graduate program within the Division of Teacher Education are expected to conduct themselves professionally. The graduate student must exhibit personal and professional behaviors, including but not limited to integrity, honesty, and respect for others. Individuals must use practical judgment to determine how to behave in a variety of situations. In classes, students are expected to give and accept constructive feedback. In addition, they are expected to take an active role in their learning and contribute to the learning of their peers.

#### **Professional Expectations**

Developing professionalism is one of the skills that the division emphasizes. The degree of professionalism that students develop in all of their interactions in the Wayne State University community will impact their ability to achieve their goals both in Teacher Education and in their career.

- The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

#### **Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct <http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf>). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (<http://bulletins.wayne.edu/ubk-output/index.html>) and Graduate Catalog (<http://www.bulletins.wayne.edu/gbk-output/index.html>) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these

documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

### **Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10<sup>th</sup> full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

### **Attention Students with Disabilities**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

### **Religious Observance Policy**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

### **Wayne State University Writing Center**

The Writing Center (2<sup>nd</sup> floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/>.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) <http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330>.

## Class Schedule/Seminars

Listed below is an overview of the class schedule and corresponding seminars. Each of the following seminars will be described in detail on Blackboard – including readings, assignments, discussion boards, etc., for each seminar. You will need to log-on to the Blackboard course site to get detailed instructions and to complete the work for each seminar. Please note that these seminars are sequential. You will not be allowed to progress to the next seminar until the prior seminar is completed.

As the instructor, I reserve the right to make modifications to the topics and/or assignments as deemed necessary. Additional reading assignments may be assigned beyond those that are listed on this syllabus and will be posted or linked on the Blackboard course page for the applicable seminar. This online course is self-directed. You may complete the seminars at your leisure, but participation in class discussions and projects must be submitted by their respective due dates.

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### Week of August 29 (Classes begin Wednesday, August 31)

**Please purchase textbooks this week. There is required reading you will need to have completed for next week!**

#### **Seminar A Course Introduction**

Introductions, students, professors, course syllabus. “*Students Right to Their Own Language*”

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### Week of September 5

#### **Seminar B Beginnings: Language, Literacy, and Learning**

In this seminar, we will explore these questions:

- What do we mean by a linguistic *perspective* in the language arts/English classroom?
- What constitutes *literacy*?

Readings: Barry, A.K., *Linguistic Perspectives on Language and Education*:

Chapter 1: “The Linguistic Perspective”

Chapter 11: “Linguistics and Literacy”

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### Week of September 12

#### **Seminar C Language and Context**

In this seminar we will consider the pragmatics of language – language in context and language choice.

- How do we know what someone *really* means?

Readings: Barry, A.K., *Linguistic Perspectives on Language and Educations*:

Chapter 7: “Using Language in Context”

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**Family/History/Culture Paper is due by the end of the day on Friday, September 16**

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### Week of September 19

#### **Seminar D Dialects, Genres, Discourses**

In this seminar, we will focus on language change and variation. We will consider the role of dialect on effective use of language in the classroom.

- What are some of the forces that influence language change?
- What do we mean by terms such as *phonology*, *morphology*?

Readings: Barry, A.K., *Linguistic Perspectives on Language and Educations*:

Chapter 5: “Language Change and Variation”

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## **Week of September 26**

### **Seminar E Theories of Language and Literacy Instruction**

In this seminar, we will continue our discussion of language in the classroom as well as consider the ways in which language and identity shape and inform one another. (Please be aware that Seminar E is a two-week seminar, extending into the week of October 10).

- What is the relation between the ways a person uses language and his/her sense of identity?
- How might this relation shape teachers' perspectives of students as well as how and what they teach?

Readings: Delpit & Kilgour. *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*.

Preface and Introduction: pp. vii-xxvi

Chapter 1: "Ovuh Dyuh" (Dowdy)

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## **Week of October 3**

### **Seminar E Theories of Language and Literacy Instruction (continued)**

Readings: Delpit & Kilgour. *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*.

Chapter 2: "Ebonics: A Case History (Smith)

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## **Week of October 10**

### **Seminar F Grammar and Meaning**

In this seminar, we will work to understand what people do instinctively when they create sentences. The better we are able to understand how students acquire language and the ability to structure sentences, the better able we will be to help students build on those skills, both orally and in writing.

- What are the stages of language development?
- What is *syntax*?
- What are some constructive methods for teaching grammar?

Readings: Barry, A.K., *Linguistic Perspectives on Language and Education*:

Chapter 4: "Syntax and Grammar Teaching"

Chapter 8: "Child Language Acquisition"

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## **Week of October 17**

### **Seminar G Language Attitudes in the Classroom**

- How are stereotypes and social meanings about language propagated through schools?

Readings: Delpit & Kilgour. *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*.

Chapter 3: "No Kinda Sense" (Delpit)

Chapter 4: "Trilingualism" (Baker)

**Language Stories and Literacy Lessons in the Community Project is due by the end of the day on Friday, October 21.**

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## **Week of October 24**

### **Seminar H The Written Word**

In this seminar, we will consider some of the fundamental differences between oral and written language and implications for English and language arts classrooms. (Note: seminar H extends into next week)

- Under what conditions do people feel a need to commit their language to writing?

Readings: Barry, A.K., *Linguistic Perspectives on Language and Education*

Chapter 6: "The Written Word"

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## **Week of October 31**

### **Seminar H The Written Word (continued)**

- What are the potential educational outcomes when teachers "allow" students to fail?

Readings: Delpit & Kilgour. *The Skin that We Speak: Thoughts on Language and Culture in the Classroom*.

Chapter 7: "I ain't writin' nuttin': Permissions to Fail and Demands to Succeed in Urban Classrooms."

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## Week of November 7

### Seminar I Sociolinguistic Concepts of Language and Literacy

In this seminar, we will consider language policy issues in the United States as well as issues of language and power.

- Should the United States adopt an “official” language?
- How do attitudes about language influence language policies?

Readings: Barry, A.K., *Linguistic Perspectives on Language and Education*

Chapter 10: “Language Planning and Policy”

Delpit & Kilgour. *The Skin that We Speak: Thoughts on Language and Culture in the Classroom.*

Chapter 5: “Some Basic Sociolinguistic Concepts” (Stubbs)

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## Week of November 14

### Seminar J Sociolinguistic Concepts of Language and Literacy (continued)

Readings: *The Skin that We Speak: Thoughts on Language and Culture in the Classroom.*

Chapter 8: “...As Soon As She Opened Her Mouth!”: Issues of Language, Literacy, and Power (Gates)

Chapter 10: “Toward a National Public Policy on Language” (Smitherman)

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## Week of November 21 Thanksgiving Holiday Work on Multicultural Literature Projects

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## Week of November 28

### Seminar K Teacher Knowledge

In this seminar, we look at the language of teachers and the need for teachers to study their own speech and language attitudes.

- What do pre-service teachers need to understand about language diversity?

Readings: *The Skin that We Speak: Thoughts on Language and Culture in the Classroom.*

Chapter 9: “Topsy-Turvies: Teacher Talk and Student Talk” (Kohl)

Chapter 11: “The Clash of Common Senses: Two African American Women Become Teachers” (Meacham)

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**Multicultural Literature for Children or Young Adults Project Due by the End of the Day on Monday, November 28.**

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## Week of December 5

### Seminar K Teacher Knowledge (continued)

Reflection: Understanding the complexities of our American society.

- What does it mean to education children into a democratic society?

Readings: *The Skin that We Speak: Thoughts on Language and Culture in the Classroom.*

Chapter 12: “We don’t talk right: You ask him.” (Wynne)



**This is our last class week of instruction. GRADUATE STUDENTS ONLY: Review of articles is due by the end of the day on Monday, December 12.**

**All STUDENTS: The final exam will be posted on Wednesday, December 14 and will be due by the end of the day on Friday, December 16.**