BBL 3013 Language Analysis & Bilingualism

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description
Study in concepts in descriptive and contrastive analysis; analysis of language contact phenomena, including cross-linguistic transfer, language alteration, and bilingualism. This course will be taught in English and in Spanish; occasionally students will be asked to participate and contribute to class discussions in Spanish.

Course Objectives
1. To provide pre-service teachers with information about linguistic structures.
2. To provide pre-service teachers with information about the relationships found in first & second language learning.
3. To provide pre-service teachers with information related to the educational implications of linguistics in public school classrooms.
4. To provide pre-service teachers with information and research opportunities in language analysis and bilingualism.

Texas Examinations of Educator Standards (TExES)
DOMAIN I—BILINGUAL EDUCATION
Competency 002
The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).

The beginning bilingual education teacher:
• Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.
• Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.

DOMAIN I—LANGUAGE ARTS, PART I: ORAL LANGUAGE, EARLY LITERACY DEVELOPMENT, WORD IDENTIFICATION, AND READING FLUENCY
Competency 001 (Oral Language)
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

The beginning teacher:
• Knows basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, and recognizes that individual variations occur.
Course Structure, Approach, and Philosophy

In order to fully understand bilingualism in communities throughout the Southwest U.S., it is necessary to examine what happens when more than one language is in regular use in a speech community. This course focuses on the linguistic consequences of language contact, examining in particular the kinds of influence that language contact has on both speakers as well as on the structure of the languages involved. In order to perform the kinds of analyses needed to investigate this subject, an overview of concepts from descriptive linguistics is provided. Drawing on these concepts, comparative analysis of English and Spanish are conducted throughout the course. In addition, examples of bilingual language are drawn from the regional speech community, in an effort to create understanding of linguistically-based issues commonly encountered in schools and institutions throughout the Southwest.

The readings will provide the stimulus for presentations and discussion. We learn best by doing, thus, rather that I lecture every class, students will present the readings and lead the class in discussion and through appropriate hands-on activities. I will provide commentary and clarification where needed, and will also present material regularly.

Required Textbooks


Course Requirements

1. Exams (two): 40 points (20 points each)
2. Chapter presentation: 10 points
3. Linguistic exercises: 10 points
4. Guest speaker reflection papers: 10 points
5. Pop quizzes: 10 points
6. Language & education in the news: 10 points
7. Language self-evaluation paper: 5 points
8. Attendance: 5 points

Total: 100 points

This syllabus may change during the semester as needed to accommodate the learning and educational process of the majority of the students. If any changes are made they will be discussed in class and posted on WebCT.

1. EXAMS: (20 POINTS EACH: 40 TOTAL)

Two exams will be administered and completed via WebCT (to be determined; if not, then they will taken in class). Each exam will consist of 30-40 questions and will cover the readings and materials covered in class. You will have two hours to complete each exam.

2. CHAPTER PRESENTATIONS: (10 POINTS)

Students will sign up to present one of the readings in groups. You will be given approximately 20-25 minutes for your presentation. Present the key issues in the reading, and discuss some of the details. Presentations may be supplemented with your own examples, experiences, or reactions to the reading, and may include materials pulled from other sources.

Please be creative in your presentations. Do not read to us or lecture the entire time. You should try to maintain a balance of the following requirements: (1) presentation, and (2) discussion and/or a hands-on activity for your classmates. It is much more meaningful to make the presentation interactive and to engage the class in discussion.
and/or lead the class through relevant activities. Presentations may include a PowerPoint or other multimedia presentation, small group or whole class hands-on activities, video/audio clips, or any other methods of conveying the main points of the reading. Regardless of the presentation mode(s), be sure to make the presentation interactive with ample opportunity for class discussion. Most of the readings include suggestions for discussion questions and activities which could be done in class. You are welcome to use these or create your own.

**You are also required to provide a handout as part of your presentation, and to make copies for each person in class.** The handout will also be posted to WebCT. This could be a written summary of the chapter or article, an outline of the chapter, or copies of your PowerPoint slides or overheads. Because of the large number of students in class, you are encouraged to limit your handout to one page.

3. **LANGUAGE EXERCISES: (10 POINTS)**
You will be assigned language exercises throughout the semester which will be based upon class lecture, student discussions, and required texts. Follow the same format for the reflection/discussion papers for the heading of your paper (see 4.). You will be responsible for completing the exercises and turning them in on the given due date. Late assignments will receive an automatic drop of one letter grade per day late. If you are going to be absent be sure to make arrangements to have your assignment turned in on time. (TBA)

4. **GUEST SPEAKER REFLECTION/DISCUSSION PAPERS: (10 POINTS)**
The reflection papers will stem directly from points of interest or questions raised during class discussions led by expert guest speakers that will address a variety of topics ranging from language ideologies in the Southwest to personal experiences in the bilingual classroom. If you cannot attend this class session for any reason, it is your responsibility to locate a bilingual expert to report about—locate a lecture to attend or a person to interview. See me for details. Late assignments will receive an automatic drop of one letter grade per day late.

| Name: PaquitaB. (example) |
| Date: 1-30-08 |
| Reflection (or Discussion) exercise # 2 Reflection on guest speaker Jorge Luis Guerra (incl. number and title or speaker’s name) |
| The remainder of the page should be your response |

5. **POP QUIZZES ON READING ASSIGNMENTS: (10 POINTS)**
In order to stress the importance of the readings for this class, random pop quizzes will be given in order to establish student knowledge and comprehension of the materials.

6. **LANGUAGE AND EDUCATION IN THE NEWS – Mini Presentations: (10 POINTS)**
You will select and read an article from the Language Policy Research Unit Website (www.language-policy.org;) or choose one from local or national newspapers. Assignment includes providing the instructor with an analysis of the article in a handout of the most important facts of the article, and a short in-class presentation (5 min.). Guidelines for this project will be posted on Web-CT. Late assignments will receive an automatic drop of one letter grade per day late.

7. **LANGUAGE SELF-EVALUATION PAPER (5 POINTS)**
See handout. Late assignments will receive an automatic drop of one letter grade per day late.

8. **ATTENDANCE AND PARTICIPATION: (5 POINTS)**
Attendance is important both for developing an understanding of the essential linguistics of language minority students and for creating a community of learners. Class sessions will include short lectures, small and whole group discussions, and student presentations. In order to accomplish the goals of the course, classes are designed for active participation and **students are expected to come to class prepared to discuss the assigned material.** Your perspectives are appreciated, needed, and respected, and should be shared. Students will respect the viewpoint of all class members.
The course instructor will take attendance at every class. You are expected to be on time. If you are more than 10 minutes late you will be counted tardy. If you are tardy more than 3 times an absence will be marked on your record. Tardiness or an early departure of 30 minutes will be considered an absence. Because I understand that professional and personal responsibilities might cause you to be absent on occasion, each student will be granted one absence without penalty. **Further absences** will result in a **deduction of five points** from your **final numerical grade**, unless the absence results from and is verified in writing for one of the following reasons: (i) Participation in a required university activity, (ii) Verified illness, (iii) Death in the student’s immediate family, (iv) Obligation of a student at a legal proceeding, or (v) Religious holy day observance. If you do not turn in a written statement of your absence for one of the following reasons your absence will be counted as unexcused. **It is not the responsibility of the instructor to remind you or notify you of your absences.**

*All assignments are due on the date assigned, regardless of your presence in class. If you know that you will be absent on the day of a due assignment, please plan accordingly and turn in the assignment on or prior to the due date. Any work submitted after an assigned deadline will be subject to a reduction in the grade.*

**Readings**

Students are expected to read all required readings, and are encouraged to also read the optional readings. There is usually at least one required reading for each class session. I recommend you set a specific time each day to focus on the readings for this class.