Course Name: Multilingual Linguistics for Teachers
Course Number: ED 471/571
Term Offered:
Credits: 3 quarter hours
Instructor Name:
Instructor Email:

Course Description
Explores linguistic categories: phonology, morphology, syntax, semantics, pragmatics, and discourse. Focuses on academic language development and teaching implications for emergent bilingual students in Spanish-English K-12 dual language programs. Taught bilingually in Spanish and English.

Prerequisites
• ED 472/572 Foundations of ESOL Education
• advanced proficiency in Spanish

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
● Additional resources available through our Canvas site.
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Shared Learning Outcomes</th>
<th>Course Assignments</th>
<th>Licensure Performance Indicators</th>
</tr>
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<tbody>
<tr>
<td>1. Explain language proficiency in linguistic terms related to phonology, morphology, syntax, semantics, pragmatics, and discourse.</td>
<td>A1, A2, A4</td>
<td>1.1</td>
</tr>
<tr>
<td>2. Compare the structure of English and Spanish.</td>
<td>A1, A2, A4</td>
<td>2.2, 8.1</td>
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<td>3. Explain how first language proficiency transfers to an additional language.</td>
<td>A1, A4</td>
<td>1.1</td>
</tr>
<tr>
<td>4. Identify language demands that are present in K-12 core content-area instructional materials and assessments.</td>
<td>A1, A3</td>
<td>4.4</td>
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<table>
<thead>
<tr>
<th>Differentiated Learning Outcomes</th>
<th>Course Assignments</th>
<th>Licensure Performance Indicators</th>
</tr>
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<tbody>
<tr>
<td>5. <strong>ED 471</strong>: Examine language use and variation in multilingual/multicultural spaces.</td>
<td>A1, A2, A4, A5</td>
<td>2.2</td>
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<tr>
<td><strong>ED 571</strong>: Analyze language use and variation in current multilingual/multicultural teaching context.</td>
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<tr>
<td>6. <strong>ED 471</strong>: Apply knowledge of multilingual language development to co-create lesson plans that demonstrate a high level of competence in helping students develop language for academic purposes.</td>
<td>A1, A3</td>
<td>1.1, 2.1, 4.4, 8.1, 8.3</td>
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<tr>
<td><strong>ED 571</strong>: Synthesize knowledge of multilingual language development to independently create lesson plans that demonstrate a high level of competence in helping students develop language for academic purposes.</td>
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Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>30 points</td>
<td>A1. Weekly Discussions/Activities (3 pts each)</td>
</tr>
<tr>
<td>5 points</td>
<td>A2. Children’s Literature Project: Bilingual Books</td>
</tr>
<tr>
<td>30 points</td>
<td>A3. Academic Language Project: Parts 1 &amp; 2 (5 points each) Part 3 (20 points)</td>
</tr>
<tr>
<td>15 points</td>
<td>A4. Language Transfer Interactions and Observations Assignment</td>
</tr>
<tr>
<td>20 points</td>
<td>A5. Language Use Assignment</td>
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</table>
Course Content

Below are brief descriptions of each assignment. See our Canvas site for more specific instructions to complete the assignments.

Weekly Discussions/Activities: Each week, you will be assigned readings from the textbook. You will also be expected to review related material (selected articles, videos, sites) on Canvas. In order to demonstrate your understandings and to clarify ideas related to the readings, we will participate in weekly discussions and/or activities.

Children’s Literature Project: Bilingual Books: Review at least two bilingual children’s books (in Spanish and English). In your analysis of each book, describe (1) how the author uses bilingualism; (2) how biculturalism is represented in the book; and (3) how this book could be used effectively with multilingual students. (4) Using the list provided on Canvas, assess the quality of these books. You also need to (5) identify several examples of structural differences between the two languages. ED 571 students must cite references for explaining these differences.

Academic Language Project: Select two approved textbook passages and use these passages for all parts of the academic language project.

Part 1 - Academic Language
First, you will define “general” and “specialized” academic language. Second, you will to identify examples in your texts of academic language that might pose challenges for students. Third, discuss how you would describe the difference between and importance of general and specialized academic language to your multilingual students.

Part 2 - Language Proficiency Standards
Your task is to explore ELP standards more deeply in relation to your content area texts. Please do the following: (1) define scaffolding and why is it important to multilingual students; (2) identify at least two ELP standards related to each of the texts; (3) define each standard in your own words and provide examples of how these standards are related to the texts; and (4) briefly outline teaching ideas for these standards.

Part 3 - Lesson Plan
In this assignment, you will write a lesson plan that centers on one of Oregon’s English Language Proficiency Standards (from standards 1-7). You are to emphasize biliteracy development but tie the lesson to content.
concepts that you’ve been analyzing for parts 1-2 of this project. You need to follow the provided lesson plan template.

ED 471 students: You will co-create a lesson plan in groups of two or three.

ED 571 students: You will independently create a lesson plan. You will also write your rationale for how the lesson supports multilingual language development. Note that the Lesson Plan should be taught before completing the Language Use Assignment.

**Language Transfer Interactions and Observations Assignment:** The purposes of this assignment are for you to (A) examine current research that has investigated the role of cross-language transfer existing in Spanish and English writing and reading; and (B) interact with and/or observe one or more multilingual student at least 2 times for approximately 30-45 minutes each time during reading or writing. You will reflect upon the connections between your interactions, observations, and course materials and outcomes in two journal entries. Consider the phonological relationship that exists between Spanish-English; how learners transfer L1-based strategies to L2 writing and reading according to their proficiency levels and the implications for instructional practices in the dual language classrooms.

**Language Use Assignment:** For this assignment, you will build upon your Language Transfer Interactions and Observations Assignment by reading additional articles outlining language use and variation in multilingual/multicultural spaces. You will write a paper or create an online multimedia presentation to describe language use and variation and describe several teaching ideas that you will apply based on what you have learned.

ED 471 students: You may rely on the provided articles to support your paper/presentation.

ED 571 students: In addition to those provided, you will find at least two scholarly articles that support your paper/presentation. You will integrate a critical reflection of the lesson plan you implemented with your students and explain how it related to your readings about language use and variation. Note that the Lesson Plan should be taught before completing the Language Use Assignment.

**Course Schedule**
Below is a basic outline of our course schedule. See Canvas site for more details.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Linguistics &amp; Language Acquisition</td>
<td>Weekly Discussion/Activity: Freeman ch. 1-2 and selected articles/videos</td>
</tr>
<tr>
<td>2</td>
<td>Phonology</td>
<td>Weekly Discussion/Activity: Freeman &amp; Freeman ch. 3-4 and selected articles/videos ALP 1: Academic Language</td>
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<tr>
<td>3</td>
<td>Orthography</td>
<td>Weekly Discussion/Activity: Freeman ch. 5-6 and selected articles/videos</td>
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<td>4</td>
<td>Morphology</td>
<td>Weekly Discussion/Activity: Freeman ch. 7-8 and selected articles/videos</td>
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<td><strong>CLP: Bilingual Books</strong></td>
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<tr>
<td>5</td>
<td>Syntax</td>
<td>Weekly Discussion/Activity: Freeman ch. 9-10 and selected articles/videos</td>
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<td></td>
<td><strong>ALP 2: Language Proficiency Standards</strong></td>
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<td>6</td>
<td>Translanguaging Classrooms</td>
<td>Weekly Discussion/Activity: García ch. 1-3 and selected articles/videos</td>
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<tr>
<td>7</td>
<td>Translanguaging Instructional Design</td>
<td>Weekly Discussion/Activity: García ch. 4-5 and selected articles/videos</td>
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<td></td>
<td><strong>ALP 3: Lesson Plan</strong></td>
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<tr>
<td>8</td>
<td>Translanguaging Assessment</td>
<td>Weekly Discussion/Activity: García ch. 6-7 and selected articles/videos</td>
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<td></td>
<td></td>
<td><strong>Language Transfer Interactions and Observations Assignment</strong></td>
</tr>
<tr>
<td>9</td>
<td>Content-Area Translanguaging</td>
<td>Weekly Discussion/Activity: García ch. 8-11 and selected articles/videos</td>
</tr>
<tr>
<td>10/Finals</td>
<td>Putting It Together</td>
<td><strong>Language Use Assignment</strong></td>
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</tbody>
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**Course Policies**

**Discussion Participation**
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our online discussions on at least two different days each week, with your initial post due no later than Wednesday at 11:59 PM, and two follow-up posts due by Friday at 11:59 PM of each week.

**Late Work Policy**
Assignments are expected on the due date or before. If you are unable to meet a specific deadline, please discuss with the instructor prior to the due date. Late work will be marked down unless this has been negotiated with the instructor.

**Incompletes**
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

**Statement Regarding Students with Disabilities**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu). DAS notifies
students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**Accessibility of Course Materials**
All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services (DAS)](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf). Additionally, Canvas, the learning management system provides a [vendor statement](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf) certifying how the platform is accessible to students with disabilities.

**Expectations for Student Conduct**
Student conduct is governed by Oregon State University Code of Student Conduct:

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's civilty and inclusivity campaign. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. According to OAR 576-015-0020 (2), “Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.” For further information, visit [Student Conduct and Community Standards](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf), or contact the office of Student Conduct and Mediation at 541-737-3656.

**OSU Student Evaluation of Teaching**
The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.
College of Education, Licensure Unit Requirements

Link to Conceptual Framework
The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to accreditation guidelines, review the Conceptual Framework at the website: http://education.oregonstate.edu/conceptual-framework

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of Interstate Teacher Assessment and Support Consortium (InTASC) Standards and our licensure performance indicators:

- **InTASC Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
  - **Licensure Performance Indicator 1.1.** The candidate designs, modifies, and implements developmentally appropriate and challenging learning experiences that support learners’ cognitive, linguistic, social, emotional, and physical development.

- **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
  - **Licensure Performance Indicator 2.1.** The candidate designs, modifies, and implements instruction to address each student’s diverse learning strengths, needs, and language development.
  - **Licensure Performance Indicator 2.2.** The candidate incorporates multiple perspectives into learning experiences including learners’ personal, family, cultural, and community experiences.

- **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Licensure Performance Indicator 4.4.** The candidate creates opportunities for students to learn, practice, and master academic language in the discipline.

- **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Licensure Performance Indicator 8.1.** The candidate uses appropriate strategies and resources to modify instruction to meet the needs of individual learners and to develop deep understanding of content.

- **Licensure Performance Indicator 8.3.** The candidate uses a variety of instructional strategies to support learners’ reading, writing, speaking, listening, and language skills.

With respect to Teachers Standards and Practices Commission (TSPC) Oregon Administrative Rule 584-420-0360, this course includes application of **Teachers of English to Speakers of Other Languages (TESOL) Standards for P-12 ESOL Teacher Education Programs:**

**Domain 1: Language:** Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students’ language and literacy development and content area achievement.

- **Standard 1.a. Describing Language:** Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**Domain 6: Technology.** Candidates use information technology to enhance learning and to enhance personal and professional productivity.

- **Standard 6.a.** Demonstrate knowledge of current technologies and their application in ESOL.
- **Standard 6.c.** Use technologies to communicate, network, locate

With respect to TSPC Oregon Administrative Rule 584-420-0630, this course includes application of **Dual Language Specialization Standards:**

**Domain 1: Language.** The dual language teacher knows, understands, and applies theories of first and second language acquisition to their practice and communicates in two languages at a highly proficiency level.
• *Standard 1.a.* The dual language teacher knows two or more languages and is proficient in at least two languages.

• *Standard 1.c.* The dual language teacher knows first (L1) and second language (L2) acquisition and development theory and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multiliteracy.

• *Standard 1.d.* The dual language teacher understands how the student’s first language proficiency (listening, speaking, reading and writing) transfers to an additional language.

• *Standard 1.e.* The dual language teacher knows the similarities and differences between aspects of L1 and L2 structures including: phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning) and pragmatics (context and function).

**Domain 6: Community and Family Engagement:** The dual language teacher knows, understands, and uses principles, theories, research and applications related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students.

• *Standard 6.b.* The dual language teacher knows that students, families, and communities bring multiple funds of knowledge and assets.

• *Standard 6.c.* The dual language teacher understands that families bring cultural and linguistic variations and the importance of the teachers’ role in being culturally and linguistically responsive.