EDUC 409
Foundations of Language Education

Semester: Spring 2007
Class Meetings: Wednesdays 4:15 PM- 6:55 PM Room: WPH 205
Class Number: 27804D
Units: 3

Instructor: Michael Genzuk, Ph.D.
Office: WPH 1003C
Office Hours: Wednesdays 2:00 AM - 3:45 PM and by appointment
Phone Number: (213) 740-3471
Email: genzuk@usc.edu Webpage: <http://www-rcf.usc.edu/~genzuk>

CATALOG DESCRIPTION
Overview of research and current theories in bilingual, second language, and foreign language instruction.

OVERVIEW OF THE COURSE

This course explores in depth the theoretical foundations of bilingual and English language development and foreign language instruction. This will include the developmental stages of language acquisition, and the seminal works and major research findings in first and second language acquisition. Topics include historical and current theories and models of language acquisition, which have implications for second language (L2) pedagogy, the psychological, social, political, and cultural influences on second language acquisition (SLA), and the development of literacy.
GOALS OF COURSE

Students completing this course will be able to:

NOTE: California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are highlighted in boldface type.

URL: <http://www.rcf.usc.edu/~genzuk/CTCTeacherPrepStandards.pdf>

• Demonstrate basic knowledge of the theories and research of language acquisition and the teaching of English learners (TPE 7A(e), 13a, 13d)

• Demonstrate awareness in the influence of social, cultural and political factors in second language acquisition and literacy (TPE 7A(e), 13c).

• Connect how theory relates to various language-teaching practices (TPE 7A(e), 7B(b), 7B(d), 13a)

• Observe and identify various language concepts and theories as they are practiced in a classroom setting and comment on their effectiveness and impact (TPE 7A(a), 7B(a), 13b, 13d)

• Demonstrate an awareness of the theories and research of literacy development for English learners (TPE 5a, 7A(f), 7B(d), 13d)

• Interact with others using e-mail and is familiar with a variety of computer-based collaborative tools. (9c/20.5)

COURSE REQUIREMENTS AND PERFORMANCE EXPECTATIONS (all internet links can be accessed through Dr. Genzuk's webpage)

As a teacher education course, completing the readings and participation in class discussions are important requirements. Performance in this course is weighed heavily on the quality of your written work and your participation during class sessions. Written assignments must be typed and proofread with the care that a teacher candidate should exhibit. Please honor all due dates. NO LATE ASSIGNMENTS WILL BE ACCEPTED. Only in extenuating circumstances will accommodations be made.

• Preparation for Class Meetings - Assigned readings about theory and practice related to language acquisition, cultural diversity and schooling form the core of each week’s class session. All of these readings should be completed before each class session as a basis for an informed and penetrating analysis of the issues of this course. Since much of the class activity will be conducted in small groups, advanced preparation for course meetings is particularly important.

• Class Participation - Participation in the class must include original thought supported by references to common readings and widely held understandings. Participation in class discussions and regular attendance are required of all students. Only one absence is allowed for this course. Points will be deducted for both a second and subsequent absences. Students missing more than three unexcused classes may have their semester grade lowered one letter grade. In the case of excessive absences, the candidate is encouraged to withdraw from the class. “Incompletes” are discouraged and are given only within strict adherence to USC policy.
Throughout the semester the class will be divided into groups to discuss a variety of theoretical perspectives and their own diverse experiences related to language and socio-cultural issues in schools and neighborhoods. Each group will use articles and book chapters from the reading list to support the various perspectives. The group, in turn, will be responsible for leading a class discussion on their topic.

**Participation** in class and in Team Discussion Forum will be assessed using the following criteria:

- **Content knowledge**: student shows the ability to understand facts, concepts and theories introduced.
- **Communication ability**: student asks clear, constructive questions, and builds on others’ ideas.
- **Synthesis/integration**: student can make a connection between the material presented in class and other material.
- **Creativity**: student uses the material to generate his or her own insights and applications.
- **Valuing**: student identifies values inherent in the material and offers rationales based on some value system.
- **Attendance**: attendance in class is essential for all of the above to take place; absences will be factored into the final course grade.

**DESCRIPTIONS OF COURSE ASSIGNMENTS**

**Assignment #1: Team/Group Discussion Forum (On-going beginning January 24th)**

Each week, a team of students will lead discussions related to class readings, content and activities of weekly class sessions. You are expected to read assigned articles or text chapters and to share the major points, findings and interpretations of the readings. In order for the team discussion forum to be beneficial, students are required to participate. (15-20 minute limit)

**Objectives**: All candidates will meet outside of class each week in their own teams for a detailed discussion about their analysis, thoughts and reactions to the course readings, content and activities. They will react and contribute to each other’s positions and analysis. Each group will come to class prepared to have a discussion regarding the readings. The professor will review and comment on the discussion. The comments will be used to clarify or modify course content, where appropriate.

**Team Discussion Forum will be assessed using the following criteria:**

- **Content knowledge**: student shows the ability to understand facts, concepts and theories introduced.
- **Communication ability**: student asks clear, constructive questions, and builds on others’ ideas.
- **Synthesis/integration**: student can make a connection between the material presented in class and other material.
- **Creativity**: student uses the material to generate his or her own insights and applications.
- **Valuing**: student identifies values inherent in the material and offers rationales based on some value system.
Assignment #2: Autobiographical Language Learning Experiences  
(Due: January 31, 2007)

Write an individual 2-3 page autobiographical paper dealing with some of your own language learning experiences. You may also consider learning to read and write in the first language, in addition to experiences in learning a foreign language. Use theory presented in this course to explain your experiences. Further details will be given in class. Also you will be asked to present a 5-10 minute oral presentation sharing your language background and experiences on January 31st. (small group presentations)

Objectives: Candidates will write a detailed autobiographical paper dealing with their own language learning experiences. They will make connections between their own learning experiences and theory presented in the course. This assignment is designed to provide insight into the feeling and strategies that language minority students experience and employ in their lives.

Assignment #3: Theory of Language into Practice (Due: March 28, 2007)

As part of the RSOE teacher education program you are required to conduct observations in the field of education. Using your observation site, with your partner, you will prepare a 3-5-page paper that describes how one theory of language learning studied in the course was used. Analyze its effectiveness in promoting a comfortable and supportive context for learning and for teaching the language. Support your written discussion with course readings and other primary resources.

A few guidelines for preparing your paper:

• Begin by setting the context; describe the environment for language learning from the neighboring community to the instructional setting.

• Thoroughly describe the theory and the evidence of the theory in practice.

• To support your position you may use your personal experience or that of others you know as it relates to the readings, but you should also cite evidence presented in class/assigned readings to support your position. Be sure to include a brief bibliography.

• Supporting your positions with some evidence, either original or published, is required. Using research outside of that assigned is especially encouraged.

• Provide suggestions of alternatives for developing language in this context.

Objectives: Candidates will present an analysis of their observational investigation describing the effectiveness of the language theories used and/or discuss how employing a different language theory might have improved learning outcomes and the quality of the learning context. Candidates will refer to course readings, discussions, and strategies for English language learners and speakers of English to support their findings and analysis. Professor will evaluate candidate’s work for evidence of knowledge and ability to apply it to the classroom.
Assignment #4: Focus Group Research Project (Presentations Due: April 11th and April 18th)

Each student will be part of a cooperative group that will work together for the semester (groups will be approximately 4 people). Your group will:

1) Select a topic in the area of language theory and learning that you would like to know more about, or investigate further.

2) Generate a list of questions to guide your research. Your questions and topic will be due February 14th (Proposal).

Design your research to answer the questions you have set. Use professional books, articles, newspapers, and other resources to investigate your topic. Prepare and present your final work. Additional details will be given in class.

There will be a 15-20 minute group presentation based on your focused group investigation. For this presentation a one-page proposal will be submitted and feedback will be provided. Presentations will be done in PowerPoint format or other type of multimedia venue.

Objectives: Candidates will collaboratively prepare and present their final work and findings via a multimedia venue such as power point, video clips etc. Their final product will demonstrate the quality of research produced and understanding of the topic. Topics include language and literacy program designs, state and federal history and policies, knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques and pedagogical practices as they pertain to English learners and other student populations. Professor will evaluate candidate’s work for evidence of knowledge, depth, and ability to make connections to course objectives. Written examination will also be performed.

Assignment #5: Final paper (Due: April 18, 2007)

This paper will be an individual extension of the focused group investigation. It will be a collection of the research, discussions, and reflections on the topic that your group has been working on during the semester. This paper will be your individual interpretation of the work that you have been involved in.

A few guidelines for writing this research paper:

- Use APA format and include a bibliography.
- Paper should be between 6-8 pages in length, not including the bibliography.
- Submit your paper to Dr. Genzuk

Grading Criteria: Appropriateness of topic; Scope of question for investigation. Depth of research findings; presentation and format of written work; Ability to interpret research findings.

Objectives: Each candidate will write a research paper on a topic regarding language theory and learning. Topics may include language program designs, state and federal history and policies, and pedagogical practices as they pertain to English learners and other student populations. Professor will evaluate candidate’s work based on depth of research findings and ability to interpret the findings.
EVALUATION/GRADING:

Grades will be based on the criteria below:

- Class participation: Attendance, punctuality, and active participation. This includes reading of materials and contributions to small group activities. (10%)
- Team Discussion Forum (15%)
- Focused Group Presentations (20%)
- Autobiographic Language Background Presentation (10%)
- Theory and Language into Practice Paper (20%)
- Final Focused Investigation Research Paper (25%)

GRADING SCALE

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THE GRADE OF INCOMPLETE

An IN can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Arrangements for the IN and IN removal must be instituted by the student and agreed to by the instructor in advance and reported on the official “Incomplete (IN) Form”

DISABILITY SERVICES AND PROGRAMS (DSP)

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

BEHAVIOR VIOLATING UNIVERSITY STANDARDS AND APPROPRIATE SANCTIONS

The University’s Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of students' entire conduct records at the university and will be designed to hold students accountable for their actions and the resulting or potential consequences of such actions,
to promote the educational well-being of students, and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with terms of any imposed sanctions may be considered an additional violation.

For details on Student Conduct codes visit the following USC web sites on Student Judicial Affairs and Community Standards:

- **Student Conduct Code and Sanctions**
  <http://www.usc.edu/student-affairs/SJACS/nonacademicreview.html>

- **Guide to Avoid Plagiarism**
  <http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm>

**ESTABLISHING E-MAIL ACCOUNTS** –

It is **required** of all EDUC 413 students to establish a University Computing electronic mail (e-mail) account. Students completing the course will be able to interact with others using e-mail and to be familiar with a variety of computer-based collaborative tools (e.g. discussion groups, newsgroups, search engines, online chat, audio/video conferences, and electronic resources to access World Wide Web versions of full-text journals, newspapers, magazines, books, manuals, and other research materials.

Access to technological resources, including computer networks, provides a wonderful opportunity for intercultural learning as well as enhancing communications. It is important to recognize that modern computer-based telecommunications networks, frequently referred to as the information superhighway or the Internet, do indeed open up entirely new possibilities for intercultural collaboration and linking to global learning networks. Numerous course readings come directly from internet sources.

To encourage greater student use of university computing resources and to ease the process of getting online, UCS (University Computing Services) has instituted a procedure for issuing computer accounts to students. Computer accounts are created automatically for all students enrolled in degree programs.

**Returning students with accounts:** No account renewal is necessary. **Accounts remain active as long as students are enrolled.**

**Entering and returning students without accounts:** To activate a computer account, students will need to complete a simple Web based form and choose a password. To access this form, students can visit one of five public computing areas (Leavey Information Commons, KOH 200, SAL 125, or WPH B-34 on the University Park Campus, or Norris Medical Library on the Health Science Campus). In these facilities, students will find step-by-step instructions on how to activate new accounts.

Automatic accounts will be available to enrolled students two weeks before classes begin. For more information on automatic accounts, please contact either UCS’s Customer Support Center or Computer Accounts Administration office at 740-5555, or send email to <consult@usc.edu>.

Once the students’ accounts are established they must e-mail the professor to verify their account and to relay their new e-mail address. This should be done in the first week of class. The professor will establish a class network to enhance and encourage student interactions and to forward additional class materials and updates.
TEXTBOOKS FOR THE COURSE

**Required:**

Addison Wesley, Longman, Inc. ISBN: 0130178160


**Optional**


WEB SITES FOR LOCATING ARTICLES IN LANGUAGE EDUCATION

- Center for Applied Linguistics <http://www.cal.org>
- National Clearinghouse for English Language Acquisition <http://www.ncela.gwu.edu>
- UC Linguistic Minority Research Institute <http://www.lmri.ucsb.edu>
- Center for Multilingual, Multicultural Research <http://www.cmmr.org>
MAJOR UNITS AND OUTLINE OF COURSE (Likely to be adjusted during semester):

*NOTE: READINGS LISTED FOR SPECIFIC SESSIONS MUST BE COMPLETED PRIOR TO CLASS MEETING. THE INFORMATION CONTAINED IN ASSIGNED READINGS ARE ESSENTIAL FOR ACTIVE PARTICIPATION IN CLASS DISCUSSIONS AND ACTIVITIES.

SESSION 1: January 10, 2007 - Course overview: Why should we study about language?

Introduction to the course. Organization, course syllabus, requirements and other topics concerning the management and fulfilling of course requirements will be discussed. Discussion of students’ background, expectations, needs and other related topics will also be discussed.

Class Handouts:
- Course syllabus

Readings:


SESSION 3: January 24, 2007 - (Team/Group Discussion Session 1 Due)


Readings:
- Vygotsky on Language and Thought URL: <http://www.sk.com.br/sk-vygot.html>
SESSION 4: January 31, 2007 - (Autobiographical Language Background Paper Due – Student Presentations)

Theories and issues of First Language Acquisition. Cognition and language development and the role output in the language acquisition process.

SESSION 5: February 7, 2007 - (Team/Group Discussion Session 2 Due)

Current theories of language development. The classroom as an environment for language acquisition. Social context for language learning and language competence.

Readings:


SESSION 6: February 14, 2007 - (Focus Group Research Proposal Due)


SESSION 7: February 21, 2007 - (Team/Group Discussion Session 3 Due)


Readings:


Affective domain: Attitude, motivation and anxiety and other related factors (age, acculturation, and personality). Creating an optimal school and community environment for students. Ethnic Identity and language

SESSION 9: March 7, 2007 – (Team/Group Discussion Session 4 DUE)

Bilingual Education Theory. What does the research say? Heritage language development. Language policies.

Readings:


Additional Readings:


March 14, 2007: University Holiday – No Class

SESSION 10: March 21, 2007 – (Team/Group Discussion Session 5 Due)

Bilingual Education Theory (continued). What does the research say? Heritage language development. Language policies.

Readings:

- Crawford’s Language Policy Website. Find articles by James Crawford on issues relevant to Bilingual Education
  URL: <http://ourworld.compuserve.com/homepages/JWCRAWFORD>

- Mora’s Analysis of Prop 227. Find articles and analyses by Dr. Jill Kerper Mora
  URL: <http://coe.sdsu.edu/people/jmora/Prop227PPT/Default.htm>

  URL: <http://www.wested.org/online_pubs/227Reportb.pdf>

- English First Home Page. Website of organization whose goals is to Make English America’s official language, and eliminate multilingual policies.
  URL: <http://www.englishfirst.org>
SESSION 11: March 28, 2007 - (Theory of Language into Practice Paper Due)

Literacy development in a second language and developing academic language. Reading and writing as interactive processes. Facilitating the reading and writing experience.

Readings:

- Mora, J. Principles of L2 teaching methods and approaches
  URL: <http://coe.sdsu.edu/people/jmora/ALMMethods.htm>

- Collier, V.: Acquiring a Second Language for School
  URL: <http://www.ncela.gwu.edu/pubs/directions/04.htm>

SESSION 12: April 4, 2007 – catch-up day

SESSION 13: April 11, 2007

• Focus Group Research Project Presentations

SESSION 14: April 18, 2007 – (Final Individual Research Paper Due)

• Focus Group Research Project Presentations

SESSION 15: April 25, 2007 - Last Session

SESSION 16: May 2, 2007 - Final Exam Scheduled

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Updated: 12/30/2007