

TCHED 3212

Sociolinguistics & Communication in the Classroom
January 19 - May 14, 2016

Instructor: Ralph Córdova, Ph.D., cordovar@umsl.edu, 314-516-5799

Classroom: Tuesdays 2-4:40pm • South Campus 210

Office hours: By appointment, Room 306, Marillac Hall Thursday from 9:00am-11am.

Virtual Office Hours: Tuesdays 10am - 7pm, by appointment

Required texts:

Brown, S., Attardo, S., & Vigliotti, C. (2014). *Understanding Language Structure, Interaction, and Variation: An Introduction to Applied Linguistics and Sociolinguistics for Nonspecialists, Third Edition* (ISBN-13: 978-0-472-03541-0)

Agar, M. (2002). *Language shock: Understanding the culture of conversation*. NY: Quill William Morrow.
(Instructor will provide)

Technology Requirements

1. Computer with an updated operating system (e.g. Windows, Mac) and an Internet browser (e.g. Mozilla Firefox, Internet Explorer, Safari)
2. Ability to navigate MyGateway (Blackboard Learning Management System)
3. Develop an account on www.ourCoLab.ning.com, which we'll use for the majority of our assignments. You will have access to the site indefinitely.
4. Download Adobe Acrobat.
5. Minimum Processor Speed of 250 MHz, 400 MHz recommended.

Class Format

This is a sixteen-week course. The assignments will be posted in on the NING and there will be announcements. Assignments will be turned in physically and electronically. Course work will consist of instruction (Prezi), video, discussions in class (Ning), reading of textbooks and professional literature on our NING.

Course Description:

This course integrates the theoretical awareness of cross-cultural communication with an experiential inquiry model that extends into classroom and community practices. The course specifically brings together theories, ideas, and resources in order to promote cross-cultural awareness, language development, and academic progress of English Language Learners.

Specific topics addressed include: (1) multilingualism and cultural communication; (2) theories of cross-cultural communications; (3) sociolinguistics and cross-cultural communication for TESOL; (4) language planning and policy; (5) verbal and nonverbal communication; (6) academic/cognitive and affective development through culturally and linguistically diverse instruction, and (7) identity and intergroup communication.

Goals of the Course:

TCHED 3212

Sociolinguistics & Communication in the Classroom
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Students explore the impact of culture and society on verbal and non-verbal communication, learning styles, and second/foreign language acquisition. The course introduces concepts relating to the acculturation process, cross-cultural and intra/inter-cultural communication. Within this theoretical context, students recognize their own socio-cultural identity and others' and its impact on creating differentiated instructional strategies to meet the needs of the ELLs. Students develop strategies to enhance home, school and community relations.

Learning Objectives:

After successfully completing this course, the student will be able to:

- Define, describe, and explain cross-cultural conflicts;
- Identify and explain the roles of politics, economics, history and geography playing in shaping cultural norms and incorporate them into cross-cultural teaching activities;
- Define, describe, and explain cross-cultural communication theories;
- Implement cross-cultural communication theories in TESOL;
- Identify and explain cultural and societal impact on verbal and non-verbal communication, behaviors, learning styles, teaching strategies, and curriculum design;
- Relate cross-cultural interactions to instruction and assessment practices in a culturally and linguistically diverse classroom;
- Illustrate the application of cross-cultural communication concepts and theories through interaction;
- Be able to explain the dynamics of cultural communication;
- Describe and explain the meanings of symbols and their relation to human behaviors;
- Describe and explain how members of a culture understand their own communication;
- Demonstrate how to evaluate, compare, analyze, and prepare the researches in cross-cultural issues and choose the proper APA usage in developing a cross-cultural research project
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TCHED 3212

Sociolinguistics & Communication in the Classroom
January 19 - May 14, 2016

I. Attendance and Class Participation (20%):

Prompt attendance at all class sessions is expected as well as active participation in all discussions and activities. Please keep me informed of any absences you anticipate or if you are experiencing difficulty in meeting deadlines. Additionally, if you are in need of special accommodations, please see me at the beginning of the semester. More than 1 absence will impact the final grade in the course. Students are allowed a total of four hours of absence without grade penalty. After four hours of absence, the participation grade for the course will be lowered by 5 points for each subsequent absence.

II: Major Practices and Assignments (65%):

Thought You Should Know letter: Each participant must write and submit a letter in correspondence to the instructor's letter. It should introduce the participant, explain a little about her/his interests specifically in the area of foreign language, questions and wondering about language learning and more generally in the area of family/hobby/social interests. This letter acts as an initial communication between the instructor and participants. Using the 'thought you should know' copy-change style is suggested. **(2 points).**

Artifact Box & Cultural Archaeological Dig: It becomes important for each participant to see himself as a member of the learning community we will co-construct together. While we will be developing shared knowledge, each participant is an individual who brings her/his knowledge and experiences (i.e., their identity, cultural histories & knowledges) to the classroom. To begin surfacing this, each person will assemble an Artifact Box, that we'll explore, wonder about and respond to. **(3 points).**

The Writer's Notebook: Each member will keep a Writer's Notebook used as place to explore, envision and enact. **Ongoing use of WN will occur. (5 points).**

Daily Formative Self-Assessment: At the end of each class session, each participant must complete and submit the sheet, responding to the three prompts: *What we explored was; Something I envision using or doing is; When I enact it, what I hope will happen is...* You will begin a quick response at the end of class and post a reflection on My Gateway . You are to reply to at least 2 classmates' reflections. Instructor will draw on responses to prepare for subsequent class sessions. **Due at the end of each class session within 24 hours on MyGateway. (10 points)**

Immigrant/Newcomer Interview: You will prepare an interview protocol to help you learn more about the perspectives of an immigrant to the US. **(5 points).**

Sustained Observation: Observing, reflecting, analyzing and acting upon patterns are essential practices of an *inquiring stance* for the *teacher as inquirer*. To support the ongoing development of this professional stance, each participant must, two times, observe, reflect upon, analyze then act on patterns of foreign language instruction and learning within her classroom placement setting. This informed base, driven by data, will also support the Inquiry Into My Practice that you will explore, envision and enact. **(10 points).**

Inquiry into My Practice (IMP): Each participant will develop a prototype lesson plan/s that will be tested within the teaching placement. It will be planned, in part, during in class, video-recorded for use in a collaborative reflection with colleagues. **(30 points).**

III. Course Learning Log (in 3-ring binder format) (15%):

Each participant must keep a three-hole punch 3" binder with **two** sections. This ongoing collection will

TCHED 3212

Sociolinguistics & Communication in the Classroom
January 19 - May 14, 2016

document the participants' growing and systematic understanding of teaching foreign language over the course of the class. Sections include: **(Total 15 points)**.

- a. **Content & Strategies, theory into practice reflections/Daily Writing (1st Section):** The instructor will begin some class sessions with content area instruction and strategies to support the ongoing development of students as language learners, readers and writers. Each participant will respond to the instruction opportunities by articulating their potential use in their respective classroom placements. These story and strategy experiences will serve as a resource base for the participant. (5 points).

- b. **Book Clubs (2nd Section):** Each participant will engage in a whole-group and small group 'book club' discussion of the assigned readings. Weekly Book Club activities will be completed based on the readings from course texts, articles and a shared self-selected book. Each participant will prepare for the weekly Book Club meetings, to be held in class and on MyGateway, by preparing a book club letter summarizing key points in the chapters read. The foci of the responses will be announced each week in class. Letters assigned Daily (5 points).

- c. **Ethnographer of the Day:** Each member will have an opportunity to serve as *participant-Ethnographer of the Day (EOD)* on one day during our 15 weeks of class. This will be done in pairs carefully observing the goings-on in our QTEL Spring Semester. Doing the EOD will enable the participants to practice a hallmark of teacher-research: participating in classroom life while documenting it, chronicling it, reflecting upon it and sharing it back with the group focusing on observations and insights. (5 points).

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = less than 60%

Special Needs

Please notify your instructor and the appropriate campus resources if you have a disability that would negatively impact your academic performance.

Guidelines for Academic Honesty

Academic dishonesty, such as cheating and plagiarism, is defined in the Student Code of Conduct (see Bulletin and UM-St. Louis Student Handbook): *"The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully or properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material; or (iii) unacknowledged use of work/materials that has been produced through collaboration with others without releasing in writing from collaborators."* Therefore in consideration of the above: (a): No cheating or plagiarism will be tolerated. (b): The student will receive the grade of 0 on the assignment (quiz, exam, homework, composition, final exam) for cheating and plagiarism. (c): All dishonesty will be reported to the proper university authority.

Planning Ahead

This is the final course prior to student teaching. I highly recommend that during this academic year you

TCHED 3212

Sociolinguistics & Communication in the Classroom
January 19 - May 14, 2016

make certain that you have completed ALL necessary paperwork for graduation and certification. To this end, please double-check your program of study, transcript, and employer requirements. Portfolios are required for certification. Continue, if not begin, collecting appropriate artifacts for inclusion. Attend at least one portfolio information session sponsored by the College of Education.

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