EDUC 540: Introduction to the Nature of Language and Linguistics

**Instructor:** Dr. Sarina Chugani Molina  
**Email:** sarina@sandiego.edu  
**Location:** MRH 145  
**Day/Time:** Fridays, 9:00-11:50 a.m.  
**Office Hours:** Tuesdays from 10-12 p.m. and 4-5 p.m.; Fridays from 12-2 p.m.

**Online platform:** [https://ole.sandiego.edu](https://ole.sandiego.edu)

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**Conceptual Framework**

**SCHOOL OF LEADERSHIP AND EDUCATION SCIENCE (SOLES)**  
**MISSION & VISION STATEMENT**

**Mission**
The mission of SOLES is to engage with students and our communities to continuously learn through inquiry and practice that supports social justice and effects meaningful change in our diverse society.

**Vision**
We shape the future by providing inclusive education as the foundation of social justice and the means to enhance human dignity and improve the quality of life.

**Core Values**
We base our courses of study and our worldview in several key values embraced by program leadership, faculty, staff and students.
- Multiculturalism and social justice
- Excellence in teaching
- Care for the whole person
- Community engagement
- Excellence in scholarship

**Department of Learning and Teaching Meta-Values**

- **Diversity and Inclusion**
- **Critical Inquiry**
- **International and Global Citizenship**
- **Change for a More Just World**

*We see education as a lever for social justice expressed in our commitment to:*

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1
1. **Diversity & Inclusion:** *By the end of the program, students will:*
   - Be able to identify and navigate sources of power/resistance, decision making and resources
   - Challenge all forms of discrimination including race, class, gender, sexual orientation, language, religion, disability-in local, national, and global contexts, and will work as change agents to undermine oppression. Students will:
     - Be skilled at being aware of own biases
     - Understand forms of capital (funds of knowledge/identity)
     - Examine deficit models and reframe/transform
     - Understand historical experience, knowledge and struggles of education systems
     - Develop cultural competencies/proficiency models
     - Engage in continuous reflection about practice, society, and institutional systems
     - Improve self-efficacy and self-advocacy
   - Understand access and equity to be an overarching goal of education
   - Use UDL to support all learners

2. **Changemaking for a more just world:** *By the end of the program, students will:*
   - Be relevant
   - Transform themselves, students/classrooms and environment
   - Make a difference - innovate, lead
   - Problem-solve
   - Build and utilize relationships, teamwork, and collaborate

3. **Critical Inquiry:** *By the end of the program all students will:*
   - Understand positionality, privilege, power, and educational systems within social/political/eco contexts
   - Examine and analyze their biases and beliefs towards the shaping of their instructional practice
     - Critically and theoretically analyze schools of thought, research theories and practices relating to education
   - Apply critical inquiry to evidence based pedagogical practices
   - Use action research as a tool to create:
     - Equitable, accessible, inclusive learning environments

4. **Internationalization & Global Citizenship:** *By the end of the program all students will:*
   - Participate in an international course or cross-cultural experience
   - Engage with local populations
   - Develop personal understanding of their global role and implement learning experience in practice
<table>
<thead>
<tr>
<th>Course Objective/Student Learning Outcome:</th>
<th>Evidence: Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity &amp; Inclusion: By the end of the program, students will:</strong></td>
<td></td>
</tr>
<tr>
<td>● Candidates will demonstrate applications of linguistics to teaching culturally and linguistically diverse students from PK- adult students (<em>GenEd TPE 1.1, 1.6</em>)</td>
<td>Case Study</td>
</tr>
<tr>
<td>● Candidates will use the knowledge of linguistic features within their subject (eg. math, science, language arts, history) or skill areas (listening, reading, speaking, writing) to support the needs of learners at various proficiency levels. (<em>GenEd TPE 1.1, 1.6</em>)</td>
<td>Linguistic Exercises</td>
</tr>
<tr>
<td>● Candidates will demonstrate an understanding of the importance of teachers to be responsive to the needs of all students. (<em>GenEd TPE 1.1, 1.6</em>)</td>
<td>Tongue-Tied Text-Based Response</td>
</tr>
<tr>
<td></td>
<td>Video Lecture Blogs</td>
</tr>
<tr>
<td><strong>Changemaking for a more just world: By the end of the program, students will:</strong></td>
<td></td>
</tr>
<tr>
<td>● Candidates will demonstrate an understanding of their role in working with linguistically and culturally diverse students. (<em>GenEd TPE 1.1</em>)</td>
<td>Tongue-Tied Text-Based Response</td>
</tr>
<tr>
<td>● Candidates will consider English learners’ assessments to determine areas that can support English language development. (<em>GenEd TPE 1.6</em>)</td>
<td>Case Study</td>
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<tr>
<td>● Candidates will develop a lesson plan to support linguistically diverse students’ language development based on a systematic assessment of their needs. (<em>GenEd TPE 1.6</em>)</td>
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<tr>
<td><strong>Critical Inquiry: By the end of the program all students will:</strong></td>
<td></td>
</tr>
<tr>
<td>● Candidates will understand linguistic positionality, privilege, power, and educational systems within social/political/ecological contexts (<em>GenEd TPE 1.1, 1.6</em>)</td>
<td>Tongue-Tied Text-Based Response</td>
</tr>
<tr>
<td>● Candidates will read the experiences of language learners from a critical lens and socio-cultural perspective.</td>
<td>Linguistic Exercises</td>
</tr>
<tr>
<td>● Candidates will examine and analyze their biases and beliefs towards the shaping of their instructional practice with language learners(<em>GenEd TPE 1.1</em>)</td>
<td>Video lecture blogs</td>
</tr>
<tr>
<td>● Candidates will apply critical inquiry to evidence based pedagogical practices (<em>GenEd TPE 1.1, 1.6</em>)</td>
<td>Case Study</td>
</tr>
</tbody>
</table>
- Candidates will engage in a linguistic analysis of languages to understand linguistic features across languages. (*GenEd TPE 1.1*)
- Candidates will identify potential areas of linguistic needs of their language learners from similar first language backgrounds. (*GenEd TPE 1.1, 1.6*)
- Candidates will understand best practices in approaching meaningful error correction and contextualized grammar instruction. (*GenEd TPE 1.1*)

**Internationalization & Global Citizenship:** *By the end of the program all students will:*
- Understand the role of English as an international and transnational language. (*GenEd TPE 1.1*)
- Candidates will demonstrate understanding of linguistic features in language (phonetics, phonology, morphology, syntax, semantics, and pragmatics) from a global perspective. (*GenEd TPE 1.1, 1.6*)

**Linguistic Exercises, Class Discussion, and Jigsaw Activity**

**Key TPEs for Course:**

<table>
<thead>
<tr>
<th>TPEs</th>
<th>Evidence/Signature Assignment</th>
<th>Benchmark/Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>GenEd TPE 1.1</td>
<td>Tongue-Tied Text-Based Response; Video Lecture Blogs; Linguistic Exercises</td>
<td>90% of MCC Dual Education candidates in EDUC 540 will earn a rubric equivalent score of at least a B on these assignments.</td>
</tr>
<tr>
<td>GenEd TPE 1.6</td>
<td>Case Study</td>
<td>90% of MCC Dual Education candidates in EDUC 540 will earn a rubric equivalent score of at least a B on this assignment.</td>
</tr>
</tbody>
</table>

**Full list of TPEs within this course and assignment meeting the TPE**

<table>
<thead>
<tr>
<th></th>
<th>Tongue-Tied Text-based Response</th>
<th>Video Lecture Blogs</th>
<th>Case Study</th>
<th>Linguistic Exercises</th>
</tr>
</thead>
</table>
### Gen Ed. TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. \( (I) \)

6. Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. \( (I, P) \)

<table>
<thead>
<tr>
<th>GedEd 1.1</th>
<th>GedEd 1.1</th>
<th>GenEd TPE 1.6</th>
<th>GedEd 1.1</th>
</tr>
</thead>
</table>

### Course description

In this hybrid course, candidates will gain an awareness of the structure and nature of language and the process of linguistic analysis, considering both English and other world languages. Candidates will also become acquainted with diverse cultural and linguistic concepts affecting pedagogical methods and language learning in the areas of morphology, phonetics and phonology, syntax, semantics and pragmatics.

This course is for teachers and prospective teachers in ESL/EFL, bilingual or structured immersion classes. It will be valuable for anyone working with non-native-English language learners in public or private K-12, adult education, community college, university settings, or international settings.
Required Books & Articles


Articles can be accessed through Blackboard in the Additional Resources Folder for each session.

Course Requirements

Presence and Engagement
Students are encouraged to actively participate in class for the on-site sessions, contribute to reading blogs online and honor their classmates’ by truly listening and responding to their contributions. As a community of learners, we will facilitate each other’s learning through dialogue and exploration of ideas in the field of linguistics as it pertains to education. (20%)

Reading Assignments
Students will read assigned chapters from the text, Linguistics for teaching English in multilingual classrooms as indicated in the syllabus, complete the corresponding chapter exercises and submit these online on a weekly basis. Students should submit thorough responses that demonstrate mastery of the content. (40%)

Tongue-Tied Text-Based Response (Due: July 31st, August 2, August 7, August 9, August 14)
You will write a 1-page double-spaced (12 pt. times font) response to 5 selections from the Tongue-Tied book. These should not be summaries. Instead, they should be text-based personal responses and analysis to specific quotes, arguments, claims, from these selections. (15%)

Reading Selections
1) Today’s Deficit Thinking about the Education of Minority Students by Valencia & Solórzano (Due: July 31st)
2) Academic Ignorance and Black Intelligence by William Labov (Due: August 2nd)
3) Beginning where the children are by Moll & Gonzalez (Due: August 7th)
4) The New World by Hoffman (Due: August 9th)
5) Selection of your own choosing (eg. poem, story) (Due: August 14th)

As you read each selection, think of the following questions as you construct your response:
1. How do you understand the selection?
2. What main points are the author/s trying to make?
3. How do the authors tie these points together in order to make an argument, to build a case for their point of view, or to tell a story?
4. What is most persuasive to you in the information offered to support the authors' main points, and why?
5. If the authors did not convince you of their point of view, why not?
6. What was most interesting and meaningful to you in the selection?  
7. What connections, parallels or contradictions do you see between this information and the information presented in other assignments, in other courses, and/or in other books you have read?  
8. What reactions do you observe in yourself as you read these articles/chapters and explore these particular concepts?  
9. What new (or old) question/s does this selection raise for you?  
10. What experiences have you had that confirm the ideas presented?  
11. What experiences have you had that might contradict the information presented?  
12. How would the information and arguments presented change the way you think, act, hope, feel and/or relate to others?

Blog: 3 Video Lectures (Due: July 31st, August 7th, August 14th)  
You will view 3 video lectures by renowned researchers in the field of language and linguistics.

- July 31st: Linguistics as a Window to Understanding the Brain by Steven Pinker  
- August 7th: How Language Shapes the Way We Think by Lera Boroditsky  
- August 14th: Your Body Language May Shape Who You Are by Amy Cuddy

For each of these video lectures, blog about 3-4 fascinating ideas and the application of these ideas in teaching multilingual users of English (your English learners). Feel free to be creative (eg. adding videos, links, lesson ideas) and engage your readers in your ideas. You will also respond to 2 of your classmate’s blogs. Your responses should facilitate deeper learning and consideration of new ideas and perspectives. (10%)

Case Study with an English Learner  
As a culminating project for this course, students will conduct a case study with an English Language Learner. This case study should include five components: 1) an introduction of their case study student, 2) an analysis of similarities and differences between English and their student’s native language, 3) areas they suspect may be issues for their English learner based on their analysis of the two languages and/or assessments that they design, 4) 5-6 Linguistic Action Plans and Interventions (LAPI) addressing each area of linguistics with activities they can do with the student/s to address these needs, and 5) a reflection of the learning they derived from engaging in this case study. The case study can have each component done separately or integrated. (15%)

Grading Criteria at a Glance

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence and Engagement</td>
<td>onsite and online</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Assignments</td>
<td>Weekly</td>
<td>40%</td>
</tr>
<tr>
<td>Tongue-Tied Text-Based Response (5 entries)</td>
<td>7/31, 8/2, 8/7, 8/9, 8/14</td>
<td>15%</td>
</tr>
<tr>
<td>Blogs: 3 Video Lectures</td>
<td>7/31, 8/7, 8/14</td>
<td>10%</td>
</tr>
</tbody>
</table>
Sample Outline for the Case Study

I. Introduction of the English Language Learner (1-2 pages)

II. Contrastive Analysis between English and the students’ first language
   A. Phonetics/Phonology (2 separate lessons or one combined lesson)
      1. Possible Issues Identified through Contrastive Analysis and Student Assessments
      2. Linguistic Action Plan and Intervention for Phonology
   B. Morphology
      1. Possible Issues Identified through Contrastive Analysis and Student Assessments
      2. Linguistic Action Plan and Intervention for Morphology
   C. Syntax
      1. Possible Issues Identified through Contrastive Analysis and Student Assessments
      2. Linguistic Action Plan and Intervention for Syntax
   D. Semantics
      1. Possible Issues Identified through Contrastive Analysis and Student Assessments
      2. Linguistic Action Plan and Intervention for Semantics
   E. Pragmatics
      1. Possible Issues Identified through Contrastive Analysis and Student Assessments
      2. Linguistic Action Plan and Intervention for Pragmatics

III. Final Reflections/Conclusions

Linguistic Action Plan and Intervention (LAPI) Template

Please make 6 copies of this page for each lesson.

<table>
<thead>
<tr>
<th>LAPI Plan #</th>
<th>Category of Linguistics (syntax, semantics, pragmatics, morphology, phonology, phonetics)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Type of Assessment Used:</td>
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<tr>
<td></td>
<td>Specific Linguistic Feature Identified:</td>
</tr>
</tbody>
</table>
LAPI targeting the feature:

Student Engagement:

Reflection

What went well?

What didn’t go well?

Steps you will take to modify LAPI should you continue to work on this linguistic feature with your student.

<table>
<thead>
<tr>
<th>Case Study Rubric</th>
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<tbody>
<tr>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>Introduction includes a thorough explanation of the student's background (including age, grade level, proficiency level, cultural and linguistic background.)</td>
</tr>
<tr>
<td>Contrastive Analysis between English and another Language includes description and examples of the similarities and differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.</td>
</tr>
<tr>
<td>Identification grounded in contrastive analysis of possible areas that may be areas of</td>
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</tbody>
</table>
difficulty for English learners from that linguistic background based on assessments conducted with a case study student/s from that linguistic background.

Action Plans and Interventions include learning activities based on the linguistic features identified through contrastive analysis and student assessment to be possible areas of difficulty for the English learners from this background.

Reflection includes learning from the project that demonstrates an understanding of student language backgrounds and its possible transfer into the English language; Reflection also demonstrates an understanding of the process of linguistic analysis and student assessment and how this process can inform instruction to support students’ linguistic needs.

Organization and Writing Style is clear with minimal grammatical and structural errors.

<table>
<thead>
<tr>
<th>Session</th>
<th>Delivery</th>
<th>Readings/Assignments due</th>
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</thead>
</table>
| 1       | **Onsite**                        | **Readings**
|         | Orientation to Blackboard |                                                             |
|         | Introduction to Linguistics       |                                                             |
| 2       | **Onsite**                        | **Readings**
Molina, S. (2013). *Linguistics for teaching English in multilingual classrooms* Chapter 3 & 4 “Phonetics” and “Phonology” |
|         | Focus: Phonetics and Phonology    | **Assignments**
Chapter 2 Ex. 2
Tongue-Tied Selection 1 Reflection Journal |
| 3       | **Distance Learning**             | **Assignments**
Chapter 3 Ex. A (3), Ex. B (3), Ex. D
Chapter 4 Ex. A & B |
<table>
<thead>
<tr>
<th>Week</th>
<th>Onsite/Distance Learning</th>
<th>Focus</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Distance Learning</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Video Lecture: Judy Gilbert</td>
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<tr>
<td>7</td>
<td>Distance Learning</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Video Lecture: Scott Thornbury</td>
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<tr>
<td>9</td>
<td>Distance Learning</td>
<td></td>
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<tr>
<td></td>
<td>Video Lecture: Diane Larsen- Freeman</td>
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</tbody>
</table>
| 11 | **Onsite**  
Final Project Presentations | **Assignment**  
Case Study Due |

**Resources**

Key journals

- *Applied Linguistics*  
  www.applij.oxfordjournals.org/
- *English for Specific Purposes*  
  www.sciencedirect.com/science/journal/08894906
- *English for Specific Purposes – World*  
  esp-world.7p.com/contents.htm
- *Journal of English for Academic Purposes*  
  www.sciencedirect.com/science/journal/14751585
- *TESOL Quarterly*  
  www.tesol.org/s_tesol/seccss.asp?CID=208&DID=1

Web sites

- USD, Copley Library  
  marian.sandiego.edu/
- Elsevier.com  
  www.elsevier.com/wps/find/S06_345.cws_home/journal/s_sd
- International Phonetic Association  
  www2.arts.gla.ac.uk/IPA/ipa.html
- Linguists’ List  
  www.ling.ed.ac.uk/linguist/
- SIL International,  
  Linguistic resources on the internet  
  www.sil.org/linguistics/topical.html
- University of Michigan, MICASE  
  www.hti.umich.edu/m/micase/

**Requests for Accommodation**

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of
San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

### Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

### Statement on Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- a paraphrase of another person’s spoken or written words.

If you wish more information on what plagiarism is and how to avoid it please see [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml) (The bulleted material above is from this website.)

### Environmental Sustainability and USD/SOLES

In this course, you will be submitting all of your written work online through the blackboard forum. Articles and materials will also be provided electronically so as to limit our paper consumption. USD and SOLES are committed to environmental sustainability. Here is an excerpt from our “Be Blue Go Green” Sustainability Newsletter: USD earned third place among California colleges and universities in the per capita recycling category of the 2010 Recycle
Mania competition. This year’s ranking was an improvement on USD’s 5th place rank for 2009, and placed us 38th in the nation – ahead of prominent schools such as MIT, Notre Dame, Brown, UCSD and the University of Virginia. RecycleMania is a friendly competition among over 600 US colleges and universities based on recycling and trash data reported over a 10-week period between January and March of each year. Schools are ranked according to who collects the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. So, please remember the three R’s of conservation/sustainability are in order of importance: 1) REDUCE the amount of waste we generate where possible, 2) REUSE materials as much as possible, then, as a last resort, 3) RECYCLE as much as possible. So, don’t forget--All plastics ranging from resin codes 1-7 can now be recycled on campus. That’s just about every kind of plastic used for consumer items. Also,

- Be sure to use the blue recycle bins.
- Turn off lights, projectors and computers when you leave a room.

**Grade of Incomplete**

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline.

It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

**SOLES On-line Course Evaluation**

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

**BASIC NEEDS ACKNOWLEDGEMENT**

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office (UC 232). If you find yourself in this situation, please reach out so that you can gain access to the **USD Food Pantry**, Torero Closet, or other resources on or off campus.