

Linguistic Theory
TESL 750

Instructor: Alain Bengochea, Ph.D.
Class Time:
Class Room:
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Office Hrs:
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I. OVERALL COURSE OBJECTIVES

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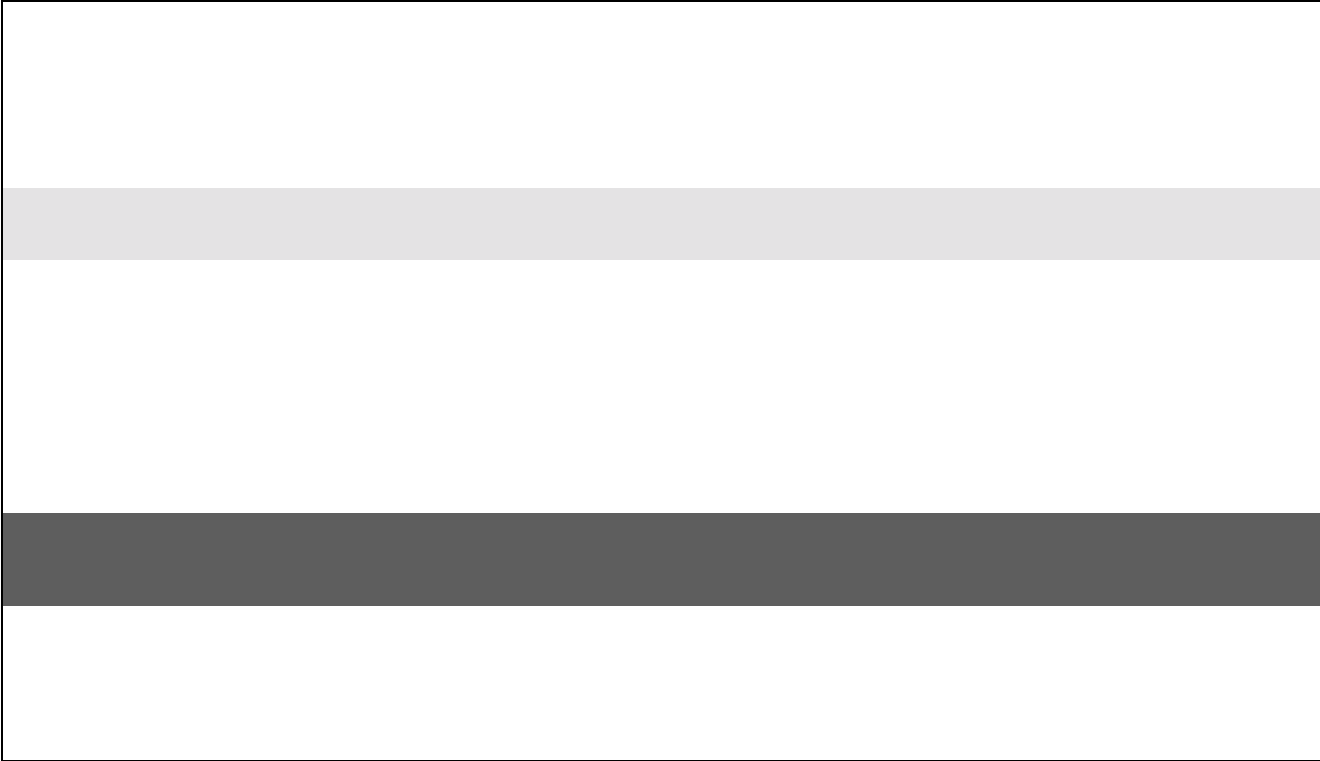
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The learner will be able to understand how historical perspectives within linguistic theory influence policies and practices involving emergent bilingual learners.

Measurement/Evaluation: Weekly Book Reflections Individual Research Paper
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A. Book Club – Engaging in a Community of Learners:

Students will read the weekly bookclub chapter(s) from *Tongue-Tied* by Santa Ana and work collaboratively within a team of three or four peers to discuss book content and **weekly reflection questions** (1 point per reflection).

Additionally, you will each write a **3-4 page individual reflection** (not including the title-page), due November 7th (Session 9), on the book focusing on the following subheadings:

- ! **Initial thoughts** – Initial thoughts about the book.
- ! **Relevant theories** –
- ! **Implications for practice in schools with emergent bilinguals** –
- ! **Recommendations:** Thoughts about what teachers of emergent bilinguals (i.e., ELLs) should know about language use based on the book club readings and discussions.

B. Research Topic Summary + Research Paper:

With your peers, you will each read three articles and prepare a **1-page collaborative summary (bullets)** of (a) key concepts and (b) implications for teaching emergent bilingual learners. This information will be shared in class during Session 13 (November 28th, 2016). This is a **collaborative summary** and **15-minute class presentation/discussion/powerpoint**.

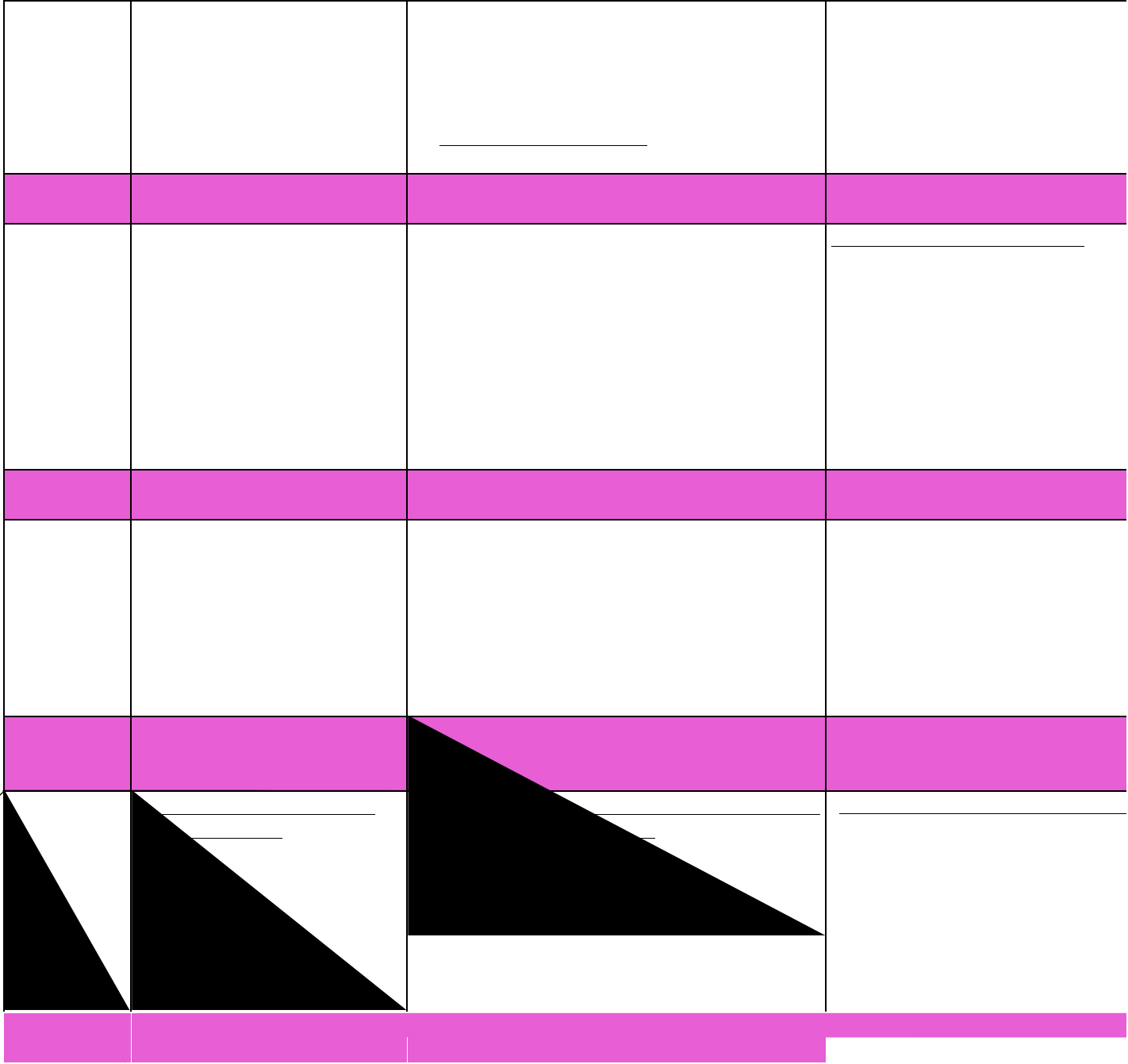
Additionally, you will independently explore your topic of interest in a research paper of **8 – 10 pages (individual paper)** in APA format (6th edition). Please include a title page and appropriate content headings to organize your paper.

Helpful steps:

- Step 1: Select a topic with your peer.
- Step 2: Find three – four research articles (scholarly journals, within the last 15 years) related to your topic within the context of language education of emergent bilinguals/ELLs in U.S. schools (e.g., speakers of non-standard English vernaculars are also “English learners.”). See end of syllabus for list of topics.
- Step 3: Read and critically discuss the articles with your peer.
- Step 4: Summarize bulleted points across the journal articles with your peer.
- Step 5. Share what you have learned during the final class. (*15 – minute PowerPoint*)
- Step 6. Turn in your individual research paper and a copy of your three – four articles during final exam week.

VII. SUMMARY OF ASSIGNMENTS

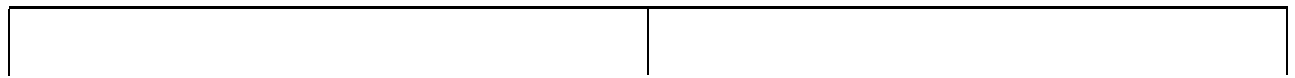
		Total Points = 100



Tutoring and Coaching—

UNLV Writing Center

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	9 - 10 points	7 – 8 points	0 - 6 points
5. Writing Style	<p>!</p> <p>!</p> <p>!</p> <p>! A clear introduction and conclusion</p> <p>! Interesting arguments or associations made.</p>	<p>!</p> <p>!</p> <p>!</p> <p>!</p>	

Name(s) _____

Presentation of Research Topic (12 points)

I. Clearly summarize the goal of the research project. (2)

II. Summarize key concepts (5 points)

III. Implications for teaching emergent bilinguals (4 points)

IV. Provide references for scholarly articles (1)

Presentation 15 – 20 Minutes

One Slide: Title Of presentation

One Slide: Clearly summarize the goal of the research project.

One Slide: Introduction – Why is this topic significant in the context of instructing emergent bilinguals?

Several Slides: Key concepts

One Slide: Implications for teaching emergent bilinguals

One Slide: References for scholarly articles and any other references