

English 4371

Spring 2008

Course Syllabus, Policies, and Schedule

Professor: Dr. Min-Joo Kim
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Teaching Assistant: Kristen Jones
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TA Office: English/Philosophy Building, Room 413
TA Office Hours: Tue 10:30 -12:00 AM, & Thrs 11:00 -12:00 AM or by appointment
Course: <http://www.faculty.english.ttu.edu/Fitzgerald/4371F07syllabus.html>
Homepages: <http://www.grad.english.ttu.edu/kjones/English%204371%20Syllabus.htm>
Professor Webpage: <http://webpages.acs.ttu.edu/minjkim/>
TA Webpage: <http://www.grad.english.ttu.edu/kjones/Jones%20webpage.htm>
Facebook Group: Texas Tech ESL Initiative
<http://ttu.facebook.com/group.php?gid=2208736842>

Textbooks

Required:

English with an Accent. Rosina Lippi-Green. New York: Routledge, 2004 edition. [L-G]

Teaching Community: A Pedagogy of Hope. bell hooks. New York: Routledge, 2003.
[bh]

Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar. David E. Freeman and Yvonne S. Freeman. Portsmouth, NH: Heinemann, 2004. [FF]

Course Description

How do ideologies about race play out in language? How is language a vehicle for empowerment for marginalized groups? What will you say to prospective employers

when they ask for your experiences in diversity and team-building? We will theorize about these questions and more as we learn about multiculturalism and language in the Southwest U.S. and perform internships in the community. This course has a service-learning component, meaning students will apply what they learn in the trenches, working on a community-based project to provide classes in English as a Second Language. Students will form teams of tutors to teach these classes, which will serve diverse students, many of whom are from an international background. They will also meet once weekly with the professor for discussion, debriefing, and debate over theory versus practice, as well as keep weekly journals/blogs of reflection, planning, critique, and evaluation of the tutoring sessions. Tech students will turn in a final research, reflective, and/or creative project, and at the end of the semester, teammates and ESL students will evaluate tutor performance. This course offers a great way to contribute to our community, to experience diversity in Lubbock, to work on communication skills, and to work for a more just and equitable society.

Course Objectives/Outcomes

Students who successfully complete ENGL 4371 Language and Community should be able to do the following:

- Demonstrate awareness, appreciation and respect for the multitude of languages and cultures in the U.S. by studying relevant linguistic literature and working directly with different immigrant groups.
- Demonstrate an understanding of the basic concepts and terms used in analyzing language and social variation
- Differentiate between descriptive and prescriptive approaches and attitudes toward language
- Collect linguistic phenomena for description and analysis (conduct basic research)
- Demonstrate accountability, flexibility and the ability to work as a member of a team of tutors and as a partner with one or more ESL students
- Reflect on different experiences of diversity and multiculturalism
- Develop and expand knowledge of the human condition and human cultures, especially in relation language as a system essential to the human condition and the expression of human culture and diversity. [Humanities]

Grade Range

Letter	Percentage	Point Range
A	90%-100%	90 – 100
B	80%-89%	80 – 89
C	70%-79%	70- 79
D	60%-69%	60 – 69
F	0%-59%	0 – 59

Assessments and Criteria for Assigning Grades

Assignments	Due Date	Percentage
Pre-service reflection	January 12	2% each
In-class reflections	as announced	
Post-service reflection	May 3	
Diversity survey 1	January 12	
Diversity survey 2	May 3	
Midterm and final team evaluation	as announced; email to esl.texastech@gmail.com	5% each
Midterm and final evaluation by a head tutor		
Final evaluation by ESL student(s)		
Weekly journal/blog	in-class weekly; final on April 29	10%
Class meeting/discussions	Weekly	15%
Final project/paper and presentation	Topics submitted in writing to TA no later than Mar 4; presentations last two class dates; papers/project due May 3	25%
Participation and attendance for Tutoring	Continuously when ESL classes start	25%

Note: Email all reflections or other writing assignments to esltutor.writing@gmail.com. Email evaluations to esl.texastech@gmail.com.

Surveys: Students will be asked to fill out a human subjects permission form and take two online surveys, one at the beginning and one at the end of the course. Both must be taken to earn full points. One or zero surveys will result in a zero grade. These surveys are anonymous and will be used to assess tutor attitudes before and after completion of service.

Weekly journal/blog: Every week, students must make at least one entry about the tutoring experiences. Format for this is flexible, but students should bring this record to class.

Reflective activities: There are reflective activities of various types throughout the semester. Some focus on less emotional aspects of the learning process, including questions that integrate the readings into service experiences; that ask students to evaluate what they have learned about English, other languages, and linguistics; that lead to self-evaluation of their teaching and pedagogical strategies; and that assess what students learn from the ESL students, as well as how students learn. Other prompts will focus on emotional aspects of the tutoring experience, such as personal identity, feelings of discomfort and anxiety, and other potentially uncomfortable feelings. Research shows that reflection is an important way to learn, and that students may need guided reflective activities in order to realize this method's efficacy. *Failure to turn in a post-service reflection, which includes components helpful to our partner service agency, may result in a reduction of a letter grade.*

Evaluations: Each ESL tutor will be evaluated at the midterm by a site supervisor and by team members. The mid-semester evaluation gives an opportunity for skills to grow in terms of communication, teamwork, flexibility, and tutoring methods. There will also be a final evaluation by a site supervisor, team members, and the ESL students who worked with the tutor. Many tutors wonder if they make a difference; ESL student evaluations show that they do.

Class meetings/discussions: The TA will lead twice weekly meetings, where students are expected to have completed the assigned readings and to bring the books and their weekly journal. Students are encouraged to draw from their tutoring experiences (both intellectually and emotionally) for class discussions.

Final project/paper and presentation: Students will turn in either a paper (research, reflective, or an appropriate combination) or a creative project with a self-critique (including a video documentary, a novella, an interactive video game, etc) or a resource project (exercises, multimedia classroom activities, etc.) with a self-critique of 3-4 pages. There is considerable flexibility for this assignment, and students are encouraged to produce something that is a good match with their own interests, gifts, and skills and/or something that will serve the ESL Initiative after they finish their tutoring stint.

Attendance: Attendance will be taken in the course and at ESL tutoring sites. Failure to attend will result in direct negative consequences to grades. Students who attend tutoring, but fail or refuse to participate in tutoring will be counted as absent. Every tutoring absence MUST be accompanied by notification to the site supervisor, ESL tutees, and the TA. More than two absences will lower your grade. Three absences reduces it by one letter; five absences by two letters. Students who miss tutoring more than five times have not maintained their tutoring commitment and should strongly consider withdrawing from the course, as this will result in a zero on tutoring attendance. Absences from class meetings at TTU will result in a reduction in relevant grade categories, particularly class meeting/discussion. Students must attend and participate in tutoring and weekly university class meeting in order to earn credit for the large chunk of grade that represents participation and attendance (40% of the final grade).

Training: Mandatory intense training will take place on Friday, January 25 from 3pm - 6 pm. in room 106 of the English Students MUST ATTEND because the training is essential for the tutoring. The training will take place in room 106 of the English building.

Tutoring sites: Students will rank their choices from the following sites. Based on availability, preference, and team skills, students will be assigned to sites. The first four sites (classes A-C) are run entirely by Tech students; the last two (classes D-E) are run by paid ESL teachers working for the Literacy Lubbock. Tutoring will start Sept 10 and run until December 6. We will have an end of semester potluck on December 8 (dead day) at 6 pm. TTU holidays are also holidays for the tutoring site.

CLASS A: *Our Lady of Grace Activities Center* (at 3107 Erskine Street, across from the church), on Tuesdays and Thursdays, 4 pm - 5:30 pm.

CLASS B: *O.L. Slaton Middle School* in the library (1602 32nd St, at the intersection of Ave Q and 32nd), on Tuesdays and Thursdays, 6 pm - 7:30 pm.

CLASS C: *Ramirez Charter School* (702 Avenue T), on Mondays and Wednesdays, 6:00 pm – 7:30 pm.

CLASS D: *Patterson Library Branch* (1836 Parkway Dr; go east on Fourth past University, I-27, Martin Luther King Blvd; on your right). Tuesdays and Thursdays, 11 am - 1 pm. Taught by Sister Maryann.

CLASS E: *Patterson Library Branch* (1836 Parkway Dr; go east on Fourth past University, I-27, Martin Luther King Blvd; on your right). Mondays and Tuesdays, 6 pm - 7:30 pm. Taught by Sister Maryann.

Academic Integrity

This course follows the University's statement on academic integrity as in p. 82 of the *Bulletin of Texas Tech*: "It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension."

There is ZERO TOLERANCE of cheating and plagiarism in this class.

Cheating: Dishonesty on examinations and quizzes or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination or quiz, obtaining information during an examination from the examination paper or otherwise from another student, assisting others to cheat, alteration of grade records, illegal entry to or unauthorized presence in an office are instances of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore any student who fails to give credit for quotations or an essentially identical expression of material taken from books, encyclopedias, magazines, and other reference works, or from the themes, reports, or other writings of a fellow student or any other person, is guilty of plagiarism.

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall

result, minimally, in a request to leave class. Appropriate student behavior (whether online, in person, or over the telephone) creates a better environment for learning and teaching.

Because this class involves topics of multiculturalism and diversity, the professor requests that students choose their language with caution. It is very easy to become emotional in discussing these topics. Do not call names, use an abusive tone, call someone stupid or otherwise insult another person. Slurs or epithets in particular should be avoided whenever possible. Linguistic behavior is one way that members of different social groups express attitudes; be aware of this at all times in personal conduct. Disruptive or abusive behavior will not be tolerated.

Repercussions

Failure to uphold the Code of Student Conduct as laid out in the Student Affairs Handbook (on the web at <http://www.studentaffairs.ttu.edu/campuslife/handbook.pdf>), in particular as regards academic honesty and appropriate behavior, may result in one or more of these penalties, depending on the instructor's assessment of the seriousness of the violation: a failing grade on an assignment, a failing grade for the course, reporting to the Dean of Students, referral for disciplinary action to the Student Mediation Center, or other relevant disciplinary action. Students should remember that every action has a consequence and that students bear responsibility for all of their own actions.

EMAIL RULES

If you need to contact us via email, you may do so at my primary email address: kristen.jones@ttu.edu. I usually check this email throughout the day, Monday thru Thursday weekly. Please allow at least 24 hours for a response during business days. Typically, I do not check email between Friday and Sunday. I will respond to any emails that I receive over the weekend on Monday morning.

The current email environment is one where spam and viruses proliferate. Here are some basic guidelines to guarantee that we see, read, and respond to an email. **ALWAYS** put English 4371, ENGL course, ESL, or Language and Community in the "subject" header. The use of non-Tech email accounts means that student names are often not given. Emails should be signed with first and last names so that we know which student is emailing.

Remember to be polite and respectful. Be very careful and attentive to how the email is written. Think of it as a good opportunity to display the knowledge learned from this course in terms of social interactions and language use. We expect students to use professional language and tone in all communication with us, including in email. We also request that students limit the use of email to quick questions and requests and that students use office hours and appointments to discuss more complex questions and concerns about the course.

If you do not receive a response by email within the specified response times above, then take another look at the construction of your email. The tardiness or lack of a response on our part may be the result of an inattention to the prescribed method of professional email correspondence. Revise with proper attention to email etiquette and resend.

ADA Statement

Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Students should present appropriate verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure.

Schedule: subject to change

Date	Topic	Reading	Assignment
1/10	Project/class overview	none	none
1/15	Preliminaries	FF 1; LG preface and intro to part I; bh preface	Pre-service reflection; diversity survey 1
1/17	Second Language Acquisition	FF 2; LG 1	
1/22	English Phonology	FF 3-4	
1/24	Managing and Assessing the ESL Classroom	Harmer 1; 3-4	
1/25	<i>Special date/time: Training 3 pm – 6 pm</i>	<i>English Building</i>	<i>Room 106</i>
1/28	<i>Tutoring Starts Today!</i>		
1/29	Lesson Planning Workshop	(bring ESL materials)	
1/31	Unpredictability in the Class; debriefing and sharing	Harmer 14	Weekly journal entry due
2/5	Lesson Planning Workshop	(bring ESL materials)	
2/7	English Orthography	FF 5-6	Weekly journal entry due
2/12	Lesson Planning Workshop	(bring ESL materials)	
2/14	English Morphology	FF 7-8	Weekly journal entry due
2/19	Lesson Planning Workshop	(bring ESL	

		materials)	
2/21	English Syntax	FF 9	Weekly journal entry due
2/26	Lesson Planning Workshop	(bring ESL materials)	
2/28	Movie: A Day Without a Mexican		Weekly journal entry due
3/4	<i>Questionnaire for 4000-courses</i>		Final paper/project topics approved
3/6	Accents	LG 2-3	Weekly journal entry due
3/11	Language Ideology	LG 4	
3/13	Educational Discrimination	LG 5-6	Weekly journal entry due
3/25	Language of Industry	LG 7-8	Proposals Due
3/27	Black Vernacular English	LG 9	Weekly journal entry due
4/1	Language rebels; Texas English	LG 10	
4/3	Language and National Identity	LG 11; conclusion	Weekly journal entry due
4/8	Race and Diversity in the Classroom	bh 1-4	
4/10	Serving the Community	bh 5-8	Weekly journal entry due
4/15	Progressive Teaching	bh 9-12	
4/17	Education for Life	bh 13-16	Weekly journal entry due
4/22	Catch-up Day	TBA	
4/24	Presentations		Weekly journal entry due
4/29	Presentations; Last Day of Tutoring		Final project/paper
4/30	Wednesday - Final Banquet – location TBA tentatively at 6 pm, with guests and		

	ESL students invited		
5/3	All final assignments must be turned in by this point or zeros will be given; Graduating seniors should strongly consider turning in material early to prevent a holdup with grades		Diversity survey; post-service reflection

*Dates are subject to change at the instructor's discretion with prior student notification.