

**English 471(G) Language Diversity and Grammar for Teachers**  
**Spring Semester 2015, Simpkins 120, STARS 98898**  
**TTH 2:00 – 3:15 p.m.**  
**Course Policies and Procedures**  
**Dr. Bonnie Sonnek, English Education Director**  
**COURSE SYLLABUS AND POLICIES**

Instructor: Dr. Bonnie K. Sonnek  
Office: Simpkins 226  
Office Phone: (309) 298-1511  
Office Hours: T: 12:00 – 1:00, 4:00 – 5:00  
W: 4:00 – 5:00  
TH: 1:00 – 2:00  
And by appointment  
E-mail: [bk-sonnek@wiu.edu](mailto:bk-sonnek@wiu.edu)

NOTE: As Director for our English Education Program, I will be attending meetings during the week, and some of them may conflict with my office hours. Thus, to ensure I will be available during a time you want to meet with me, check with me ahead of time. I also will be in my office more often than I have indicated above. E-mail me for a specific time if you I am not in my office.

**Required Texts:**

Adger, C.T., Wolfram, W. & Christian, D. (2007). *Dialects in schools and communities*, (2<sup>nd</sup> Ed.). New York: Routledge  
**(DSC)**

Benjamin, A., Oliva, T. (2007). *Engaging grammar: Practical advice for real classrooms*. Urbana, IL: National Council of Teachers of English.**(EG)**

**NCTE STANDARDS**

**Content Pedagogy: Planning Literature and Reading Instruction in ELA (Standard III)**

Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students

Element #5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

**Content Pedagogy: Planning Writing and Composition Instruction in ELA (Standard IV)**

Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element #4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

**Professional Knowledge Skills: (Standard VI)**

Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in ELA

Element #2: Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g. race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

## Course Objectives:

This course is designed to prepare you for student teaching by helping you develop your own classroom theories and practices and master the NCTE standards as addressed above. You will learn how to design instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. By now you should have taken some of the required English Education courses, and you will begin using theory and pedagogy acquired in those classes to synthesize what you have learned and to develop further your own teaching philosophy and practices about language. According to NCTE Standard IV Element #4, you will design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. We will discuss the current realities of teaching today and explore how different societal aspects impact your classroom, your teaching, and your pedagogical decisions.

## OTHER:

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength and a benefit. In other words, we will model in this course what I hope you will take with you to your own classroom. I also hope that you will continue (or begin) to build your own libraries for your classrooms. This may include your ordering books from the book clubs available on campus, driving to The Crossing or another used bookstore, ordering books online, and/or acquiring books through other places. As I have been in many classrooms, I continually find students reading when books are made available to them, and it does not have to be an expensive endeavor for you.

## Attendance:

This is a semester course that meets only two times per week. Attendance is required. If you miss two days, you will have missed one week. Absences affect your classmates' work as well as your own. I reserve the right to lower your grade for lack of participation (and attendance), or lack of complete documentation as you display it in drafts, commentaries, workshops with colleagues, and your units. Two absences will cause your final letter grade to be lowered one letter grade and four absences will prevent you from receiving credit for this course. We also will be modeling that in the teaching profession, **attendance and punctuality is extremely important.**

## Special Needs:

If you have a learning disability and/or special needs, or if you suspect you may have a learning disability, see me during the first or second week of class to make the necessary arrangements.

## Communication:

I will respond to e-mail during the day, as I am available, usually once each day. I will not respond to e-mail after 9 p.m. You will have a list of members of the class should you need immediate assistance. As you will practice in your own teaching, you will collaborate with your colleagues, who will become invaluable resources. Contact them for assistance before you contact me.

**WIU student rights and responsibilities:** <http://www.wiu.edu/provost/student/>

**Academic Integrity Policy:** WIU's academic integrity policy can be found at <http://www.wiu.edu/policies/acintegrity.php>. Any violation of this policy will result in immediate failure of the course.

**Reading:** The reading for this course is necessary to provide the knowledge you will need to be an effective teacher. Points will be taken off for failure to finish the reading. HINT: Since this is an intensive reading course, pace your reading, so you read from 10-20 pages per day, and you will do fine. I will give quizzes as necessary to ensure you have read the required material.

**Weekly Responses:** For most of the reading, you will be expected to submit a two-page typed response to the week's reading, and I expect these to be typed, double-spaced pages, 12-point font. Each response must include a title, identifying the text and your focus. Some responses will be on the text, and some will be from professional journals. For professional journals, I expect citations as to the source you used. You are **analyzing and synthesizing the text**, showing ideas that you may or may not use and critiquing the author's ideas. These are not summaries of what you have read, but I expect you to consider ideas introduced in the texts and explore their ramifications. While some personal information is occasionally appropriate and productive, attempt to engage intellectually.

**Late Submissions:** A response is due at the beginning of class; after that it is late, and your grade for that paper will be lowered one grade. I accept late submissions within 48 hours of the class it was due. If I do not receive an assignment within 48 hours of its being due, it has a 0 in the grade book, If I never get it, then you cannot get higher than a C final grade for the course. Grammar, punctuation, and other mechanics will be assessed and part of the grade for all assignments.

Submissions with excessive errors of usage, spelling, mechanics, etc. get zero points. I do not read them. It is perfectly acceptable to have someone read your final copy to help edit for these errors and return to me the revised version. If you tend to have trouble editing your own writing, use the Writing Center.

**Course Requirements: For each of these assignments, detailed handouts will be given to you.**

|  |            |
|--|------------|
| Exam on Language Variation   | 50         |
| Exam on Syntax   | 50         |
| Three long descriptive essays (rationales)   |            |
| Language Variation, Grammar, Any standards not covered in others                       | 300        |
| Two outside class activities (education-related for professional development) Language | 50         |
| Oral and written responses to research articles for language                           | 100        |
| Oral and written responses to texts/short assignments/quizzes                          | 100        |
| Final exam   | 50         |
| <b>Total</b>   | <b>700</b> |

I will calculate final grades as follows:

|           |           |           |           |
|-----------|-----------|-----------|-----------|
| A 93-100% | B 83-86%  | C 73-76%  | D 63-66%  |
| A- 90-92% | B- 80-82% | C- 70-72% | D- 60-62% |
| B+ 87-89% | C+ 77-79% | D+ 67-69% | F 59-0%   |

“In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of ‘C’ or better in a directed general education courses, all core courses, and all courses in the option. Note a ‘C-’ is below a ‘C’.”

TPEP Vision Statement: “Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.”

**Brief Description of Requirements**

We will talk more thoroughly in class about the assignments, and you will get a handout about each one near the due date.

**Assignment Descriptions**

- Descriptive essays Three essays, one describing IN DETAIL how you will incorporate language awareness study into an existing literature or writing unit AND one describing how you would approach the teaching of grammar in context AND one of your choice. NOTE: these descriptions deal with units not one-day lessons but are not detailed lesson plans. These papers must be 5-6 pages. In addition, include handouts or links or any other supplemental materials you find useful. I am interested here in the concepts you work with and the various ways you are thinking about incorporating them. I am less interested at this point in a detailed daily unit plan than in your description and explanation of it. Do make sure that your ideas are consistent with the readings for the course. In other words, do not plan to approach language or grammar study in ways that the readings have dismissed as ineffective.

## Weekly Reading and Writing Assignments:

|                                      |  |
|--------------------------------------|--|
| Tuesday, Jan. 20, 2015 (Week One)    | Syllabus and review of course, language conversation   |
| Thursday, Jan. 22, 2015              | DSC Ch 1. Take notes for test. Write three discussion-starter questions. 2-page analysis.                            |
| Tuesday, Jan. 27, 2015 (Week Two)    | DSC Ch 2. Take notes for test. 2-pager on the chapter.   |
| Thursday, Jan. 29, 2015              | DSC Ch 3. Share 2-pagers   |
| Tuesday, Feb. 3, 2015 (Week Three)   | DSC Ch 4-5. Test 1 Language Variation  |
| Thursday, Feb. 5, 2015               | DSC Ch 6. Essay 1 discussion, research and draft   |
| Tuesday, Feb. 10, 2015 (Week Four)   | Work on essays. Conferences on rough drafts/ideas.   |
| Thursday, Feb. 12, 2015              | <b>No class. Lincoln's Birthday.</b>   |
| Tuesday, Feb. 17, 2015 (Week Five)   | DSC Ch 7. Two pager  |
| Thursday, Feb. 19, 2015              | <b>Essay #1 due DSC finish text.</b> Divide for leading discussion   |
| Tuesday, Feb. 24, 2015 (Week Six)    | EG read Foreword, User's Guide, Lesson Blueprint, and Ch 1 2-3 page-analysis of these. Two students lead discussion. |
| Thursday, Feb. 26, 2015              | Two students lead discussion of pp. read.<br>Ch. 2. EG   |
| Tuesday, March 3, 2015 (Week Seven)  | EG Ch. 3 (group work) TBA  |
| Thursday, March 5, 2015              | Introduction to Essay #2, read Ch. 4, TBA  |
| Tuesday, March 10, 2015 (Week Eight) | Discussion of Essay #2. Ch 5, 2-3 page analysis  |
| Thursday, March 12, 2015             | EG Ch 6-7. Discussion leaders. TBA   |
| March 16 – 20                        | <b>Spring Break. Rest, enjoy yourselves, and be safe!</b>  |
| Tuesday, March 24, 2015 (Week Nine)  | Chapter 8 EG, Taxonomy and Terminology (mini lessons)  |
| Thursday, March 26, 2015             | <b>TBA</b>   |
| Tuesday, March 31, 2015 (Week TEN)   | <b>Peer edit essays.</b> Taxonomy and Terminology (mini lessons)   |
| Thursday, April 2, 2015              | <b>Essay due</b> Handout: "Non-Native Speakers in the English Classroom" (in class)                                  |
| Tuesday, April 7, 2015 (Week 11)     | Examination (Taxonomy and Terminology) <i>Engaging Grammar</i>   |
| Thursday, April 9, 2015              | Wrap-up on text  |

|                                   |   |
|-----------------------------------|---|
| Tuesday, April 14, 2015 (Week 12) | Discussion, Essay #3 Handout,                         |
| Thursday, April 16, 2015          | Ideas list, resources, 2-page analysis, brainstorming |
| Tuesday, April 21, 2015 (Week 13) | Discussion about resources found/topic, draft         |
| Thursday, April 23, 2015          | Online resources assignment                           |
| Tuesday, April 28, 2015 (Week 14) | Discussion/work on essay draft                        |
| Thursday, April 30, 2015          | <b>Catch-up.</b>                                      |
| Tuesday, May 5, 2015 (Week 15)    | Discussion  |
| Thursday, May 7, 2015             | <b>Peer Edit on Essay #3</b>                          |

**FINAL EXAMINATION: TUESDAY, MAY 13, 3 P.M. (Survey and Final Essay due)**

**Dispositions ISBE requires of teachers applying for certification.** NOTE: You will be evaluated on each of these in English 439G.

|                    |                     |          |                                    |
|--------------------|---------------------|----------|------------------------------------|
| Collaboration      | Honesty & Integrity | Respect  | Commitment to Learning             |
| Emotional Maturity | Responsibility      | Fairness | Belief that all Students can Learn |



I expect behavior & speech that embodies these dispositions. To see the behavior and speech that demonstrates the dispositions, go to <http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf>

TPEP Mission Statement: “The WIU Teacher and Professional Education Program **empowers** candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to **empowering** all learners.”