Flex Course Request

College: EHE

Course Bulletin Listing: EDU T&L - EDUCATION:TEACHING & LEARNING

Course Prefix: -
Course Number: 803

Full Course Title: Language and Society

Level: Graduate
Credit Hours: 3

Proposed Effective Year: 12
Proposed Effective Term: Spring Quarter

Previous term(s) of offering and enrollment:

Flexibly Scheduled/Off-Campus/Workshop Course Information

Course Description: Focus on the history, sociology, and the politics of national policies involving second language throughout the world.

Offering Pattern: This year

Date Range(s): 3/26-6/1/2012
Complete this section for off-campus courses

Off-campus ZIP code 43229

Explain differences in distribution of contact time with on-campus offerings

Instructor Elizabeth McNally

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the office of Outreach and Engagement in the College of Education for the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed.

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

**Course Contact Information**

- **Faculty Name**: Elizabeth McNally
- **Faculty Email**: mcnally.48@osu.edu
- **Contact Name**: Sarah McNeill
- **Contact Dept**: EDUTL
- **Contact Email**: mcneill.27@osu.edu
- **Contact Phone**: 2-2476

**THE OHIO STATE UNIVERSITY** [WWW.OSU.EDU](http://www.osu.edu)
The Ohio State University
College of Education and Human Ecology

Ed. T & L 803 (Spring)
3 credits

Language and Society

4:30-6:48
March-June 2012
Columbus City Schools

Dr. Elizabeth McNally
614-378-4939
mcnally.48@osu.edu
Office hours: By appointment only

COURSE DESCRIPTION
In this course, we will explore the variations in language, and the repercussions that language variations have for the speakers and listeners. To meet these ends, we will discuss standard and nonstandard dialects, accents, ideology, language discrimination, as well as other topics within this area. Leaving this course, students will have a better appreciation for the various aspects of the English language.

Objectives: Following successful completion of this course, teachers will
- Explore variations in language
- Gain an understanding of consequences of language variation
- Discuss key terms in language variations
- Develop an understanding of the role of language in social interaction

Textbooks and Readings:
The following books are required and are available from multiple online booksellers (not at the OSU bookstore). The articles are available through the OSU library or the website is provided.


Colorin Colorado Website. www.Colorincolorado.org

COURSE REQUIREMENTS AND EVALUATION

PARTICIPATION AND ATTENDANCE: Active and engaged participation is required. Coming to class prepared entails that the student has read the materials for that day’s class and is ready to discuss the material. The level of this course suggests that the student is eager to address issues and concerns in current educational policy and practice. Because of the short nature of the course, attendance at every class meeting is required. Arriving late and leaving early counts against the student’s participation. Please contact me if there is an emergency situation.
READINGS: It is expected that the student comes to class having read the required daily material and be ready to discuss and problematize it. The readings will be referenced in class, so they must be physically present with the student.

READING RESPONSES: Choose 8 of the 10 class sessions to write a reading response to the required reading for that day. These are short papers (500 words max), in which the student responds to the material. The student can critique, problematize, question, or discuss AHA’s found within the reading. It is expected that the reading responses begin to refer to other readings and materials being discussed during the course. Please label the reading response as to which meeting number it is. The reading response is due on the day that we are discussing that material. Late papers will not be accepted.

CRITICAL REVIEW: The student will write and present a critical review of a current article discussing an aspect of educating ELLs in a K-12 context. This article should be presented during the class session on which we are discussing a similar topic. Please prepare the review (approx. 1500 words), a handout for your classmates, and a five minute discussion. This should begin with a summary of the article and include: why you chose this article, its strengths and weaknesses, and how the student sees it fitting into the topic of the day.

WEBSITE REVIEW: The student will find and critique a high quality relevant website. Use the format presented by OSU libraries for evaluating a website. http://liblearn.osu.edu/tutor/les1/

EVALUATION:

<table>
<thead>
<tr>
<th>Participation/ Attendance</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses (8 papers/5 pts each)</td>
<td>40</td>
</tr>
<tr>
<td>Critical Review (15 pts. for the paper, 10 pts. for presentation)</td>
<td>25</td>
</tr>
<tr>
<td>Website review (5 for paper, 10 for presentation)</td>
<td>15</td>
</tr>
</tbody>
</table>

ACADEMIC MISCONDUCT: The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as, "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. I am obligated to report any suspected academic misconduct. Don’t cheat. Don’t lie. Do your own work.
ODS STATEMENT: Any student who feels s/he may need an accommodation based upon a disability should contact me privately to discuss specific needs of the individual.

STATEMENT ON DIVERSITY: The College of Education values and affirms diversity in the student body. Discrimination in any form is prohibited.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Critical Reviewers</th>
<th>Website Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Intro</td>
<td>• Wolfram Chapters 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Language and Power</td>
<td>• Agar Chapters 1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Language and Power Part 2</td>
<td>• Agar Chpaters 4-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Linguistic Diversity in Schools</td>
<td>• Identity and Language handout (Norton)</td>
<td>• Fuller article</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Linguistic Diversity in Schools, Part 2</td>
<td>• Classroom discourse Handout (Cazden)</td>
<td>• Crotteau article</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>American dialects, accents and ideologies</td>
<td>• Crystal Chapters 1-4</td>
<td>• Filmer article</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>American dialects, accents and ideologies, part 2</td>
<td>• Wolfram Chap. 2-4</td>
<td>• Ford Article</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Bridging the gap and making it work</td>
<td>• NAEYC article</td>
<td>• Brooker article</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Bridging the gap and making it work, part 2</td>
<td>• Siegel article</td>
<td>• Crystal chapter 5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Tying it all together. Where do we go from here?</td>
<td>• Agar chapters 7-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Flex Course Request Form

College: Education  Course Bulletin Listing: EDUTL (e.g. EDUTL – Education Teaching and Learning)

Course Number: 803  Generic course or decimal subdivision: Y  Course Decimal: ___

Level: Undergraduate  Graduate X  Grade Option: Letter X  S/U  ___  Credit Hours: 3

Proposed Effective Year: 2012  Proposed Effective Term: Spring Quarter  Previous Terms of Offering: ___

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description:

25 word limit

This course provides current and future teachers of English language learners with a background of language issues which affect student learning. We will explore such issues as language variation, standard and nonstandard dialects, accents, and language discrimination. This course will help prepare educators to deal with the complexities of teaching and learning language in a diverse society.

Course offered less than term length: N  Distribution of Class Time: 2 ½ hours/10 weeks (e.g. 3 hrs/10 weeks)

Offering Pattern: Distance Learning Format: N (means 100% online)  Section Size: 20 students  Date Range: 3/2012-6/2012

Off-Campus Offering: Y  Off-Campus ZIP code: 43229  Off-Campus Location: Northgate

Hours Out-of Class Preparation: 95  Total Class Meeting Hours: 345  3 ½ Length of each Class: 2 ½ hours

Advertised Course Title: Language and Society

Faculty Name: Elizabeth McNally  Faculty Rank: ________________________________

Faculty Phone: ________________________________  Faculty E-mail: Mcnally.48@osu.edu

Secondary Instructor: ________________________________  Desired Access: ________________________________

SI Phone: ________________________________  SI E-mail: ________________________________

Academic Advising Opportunity: By appointment only

Approved by the Graduate Studies Committee Chair: ________________________________ Date: 1-17-2012

Approved by the School Director: ________________________________ Date: ________________________________