Term Information

Effective Term: Summer 2017

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 6645
Course Title: Language as a Resource: The Functions of Language in Teaching and Learning
Transcript Abbreviation: Lang as Resrc
Course Description: The functions of language in teaching, learning, and schooling in general can reveal the underlying features of language use in these contexts. Whether in content-area literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), or World Language Education, this course explores the language choices available based on the particular context in which language is used.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatability: No
Course Components:
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Masters Course
Intended Rank: Masters
Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Compare/contrast bilingual theories with monolingual ideologies.
• Apply understandings of systemic functional linguistics (SFL) in order to analyze and deconstruct the language features that are functional in an oral text according to the metafunctions.
• Analyze and categorize ways to identify meaning in language according to field/tenor/mode and genre.

Content Topic List

• Introduction to systemic functional linguistics (SFL): Understanding the Function of Your Oral or Oral-like Language
• Introduction to SFL: Understanding the Function of Written Academic Language
• Genre-specific Language
• Practical Applications
• Present Mini-Lesson

Attachments

• Syllabus_EDUTL6645_FINAL.docx: EDUTL 6645 Syllabus  
  (Syllabus. Owner: Troyan, Francis J)
• EDUTL 6645 Language as a Resource Proposal Letter-signed.pdf: EDUTL 6645 Cover Letter  
  (Cover Letter. Owner: Troyan, Francis J)

Comments

• Please adjust the attached syllabus' course ID number to read EDUTL 6645 not EDUTL 64XX. (by Salamone, Lauren Marie on 10/28/2016 04:12 PM)

Workflow Information

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<thead>
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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
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<td>Troyan, Francis J</td>
<td>10/28/2016 03:31 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Revision Requested</td>
<td>Salamone, Lauren Marie</td>
<td>10/28/2016 04:12 PM</td>
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<td>Submitted</td>
<td>Troyan, Francis J</td>
<td>10/29/2016 08:24 AM</td>
<td>Submitted for Approval</td>
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<td>Salamone, Lauren Marie</td>
<td>11/04/2016 10:24 AM</td>
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<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A. Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L</td>
<td>11/04/2016 10:24 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
The Ohio State University
College of Education and Human Ecology
Department of Teaching & Learning
EDUTL 6445 Language as a Resource: Understanding the Functions of Language in Teaching and Learning

___________ Semester
Day: 
Time: 
Prepared by Francis J. Troyan
3 Credit Hours

Instructors:

Office:

Office Hours: By appointment

Email:

Course Description
The functions of language in teaching, learning, and schooling in general can reveal the underlying features of language use in these contexts. Whether in content-area literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), or World Language Education, this course explores the language choices available based on the particular context in which language is used. To this end, course reading and activities will provide Masters level students and teacher candidates with a space to discuss and deconstruct these functions language through the analysis of both personal and educational language samples. Finally, students will apply their developing functional linguistic repertoire to the analysis and teaching of texts in their particular content area. We will position our use of functional linguistics as a critical lens on teaching and learning by addressing the following questions: To what extent can the use of functional linguistics develop our understanding of:
   a. The legitimacy of our own bi/multi-lingual or multi-dialectal skills and those of our students?
   b. Language as a functional, meaning-making resource?
   c. Language as structured according to specific purposes, genres, and modalities?

Required Texts
Course readings will be posted on Carmen.

Overview of Assignments and Possible Points

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
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<tr>
<td>Assignment #1: Quizzes on Class Readings</td>
<td>100 (10%)</td>
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<tr>
<td>Assignment #2: Critical Reflections &amp; Questions</td>
<td>150 (15%)</td>
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<tr>
<td>Assignment #3: Text Analysis</td>
<td>200 (20%)</td>
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</table>
Assignment #4: Email Analysis 200 (20%)
Assignment #5: Comparative Genre Analysis 200 (20%)
Assignment #6: Lesson Plan Design & Demonstration 150 (15%)
Total 1000 points

Grading Scale

A    93-100%  C+    77-79
A-   90-92    C     73-76
B+   87-89    C-    70-72
B    83-86    D+    67-66
B-   80-82    D     60-65
E    59% or less

Policies

Attendance – Attendance and participation are essential to building your knowledge base and skill sets as a foreign language teacher and will be recorded for each class meeting. Punctuality is expected, and you are expected to attend each class for the full session unless you have been excused in advance or in case of emergency.

It is expected that all students will have read the course materials by the class meeting for which they are assigned.

The presence of laptop computers in class is restricted to academic use directly related to our class activities and discussions. Cell phones are always to be turned off/on silent mode during class, no exceptions. Students who persist in using computers or phones inappropriately during class, or whose phones ring, may be asked to leave the classroom and will have points reduced for class attendance.

You are welcome to use your cell phone, check email, surf the Web during class break time.

Tardiness Policy for Assignments – All assignments are due on the date listed on the syllabus below unless you have made prior arrangements with the instructor. Late assignments will be subject to lost points as describe below:

<table>
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<tr>
<th>Time Period</th>
<th>Deduction</th>
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<tr>
<td>5 minutes to 4 hours after time due</td>
<td>Deduction of 5%</td>
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<tr>
<td>4 to 8 hours after time due</td>
<td>Deduction of 10%</td>
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<tr>
<td>Over 8 hours after time due</td>
<td>Deduction of 20%</td>
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Formatting and Citation Specifications
1. Use 1” margins, Times New Roman Font, size 12.
2. Save document as .doc, .docx, or .rtf, never PDF.
3. There is no need for a title line. Start your analysis/reflection on the first line of the document under the header.
4. Include the following information in the header of the first page in the top right:

Brutus Buckeye
June 16, 2013
Reflection Two

5. On following pages, put your last name and page number in the top right-hand corner.
6. When citing, use **APA format**. Follow the formatting instructions for in-text citations & references found here: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
7. When submitting an electronic document to Carmen, name your document as indicated in the syllabus below. Failure to name your document appropriately will result in a .25 point loss.

   **Troyan_EDUTL6645_Critical Reflection 1**

**Email** - All students registered in this course are required to have an active e-mail address and to check that address regularly. You are responsible for all assignments and materials that are given and updated via Carmen and/or e-mail.

**Submission of Assignments** - All written assignments must be typed and submitted on Carmen on the due date indicated in this syllabus. If you foresee a problem meeting a due date, you must speak with the professors within the first two weeks of the semester. Late assignments will not be accepted if prior arrangements have not been made early in the semester.

**Assigned Reading** - Specific reading assignments are listed below on the course schedule. You are expected to read thoroughly and carefully the various textbook and non-textbook assignments (posted on Carmen) prior to class and to come prepared to integrate what you learned from the readings in our discussions and activities.

**Class Participation** - This course is highly interactive and requires significant in-class participation. The class will be run very much as a workshop in which you will be giving feedback to and receiving feedback from your peers. The first four sessions of this course will follow a seminar style. This means that you will be expected to influence these sessions through your questions, desires, and thoughtful responses and discussion. Students are expected to come to class having completed the reading assignments and prepared to discuss them. There are at least four distinct sources of evidence that one can invoke in a debate or to support one’s claims: (a) a personal experience, (b) text, (c) empirical research, and (d) theory. All of these vary in their strengths, in their relationships to each other, and in how well they coincide with what others think and claim. Participants should become very clear on the nature of the warrants that they use to support their claims. In all cases, our primary concern involves the thoughtfulness of your work. How substantively do you think about things? How carefully do you craft your arguments? How well do you understand the source(s) of your own beliefs? How well do you synthesize these things into a coherent argument that considers alternatives but also that challenges others to think things through?

Classroom participation will factor into your final course grade and will act as the tie breaker. If your grade hovers between two points on the grading scale (listed below), you will receive the higher grade if, throughout the semester, you have come to class prepared and participated actively and thoughtfully. If your participation is not consistent or generally lacking, you will receive the lower grade.

**Assignments**
- **Assignment #1: Quizzes on Class Readings**
  Throughout the semester, you will have ten (10) unannounced quizzes based on the assigned reading for that class session. The quizzes focus on key course concepts and will
be one form of evidence that you have read carefully and understood the material. Some of these quizzes will have extra credit questions toward your final course grade. (10 quizzes, 100 points, 10% of course grade, plus up to 20 extra credit points possible)

- **Assignment #2: Critical Reflections & Questions**  
  Students will read assigned articles and chapter(s) in preparation for class discussion. For the second, third, and fourth sessions, students will prepare: (a) a two-page critical reflection of selected readings/class topics and (b) three to four discussion questions. The reflection should be sent to the professors by the start time of class. Discussion questions should be brought to class, with a copy provided for each student and professor. The critical reflection should be a synthesis, response to, and thoughtful consideration on the readings highlighting the central ideas, common themes, and/or contradictory orientations/findings presented. The questions should focus on the critical ideas in the text, specifically, the major theories and research findings, the implications that contribute to understanding the writing. For more guidance on this assignment, see the Critical Reflection Guidelines and Rubric in Carmen. (150 points, 15% of course grade)

- **Assignment #3: Text Analysis**  
  Students will analyze an excerpt of a text message or a transcribed verbal exchange that is an example of informal oral language use from their own personal lives. The analysis of the text should be focused on ideational, textual, and interpersonal features of the language in order to reveal the relationship between language and meaning and the interlocutors in the excerpt. The purpose of this task is for you to begin to apply your developing understanding of genre and systemic functional linguistics (SFL) to informal oral language use. For more guidance on this assignment, see the Text Analysis Rubric in Carmen. (200 points, 20% of course grade)

- **Assignment #4: Email Analysis**  
  Students will analyze an email message that is an example of formal written language use from their own personal lives. The analysis of the email should be focused on ideational, textual, and interpersonal features of the language in order to reveal the relationship between language and meaning and the interlocutors in the excerpt. The purpose of this task is for you to begin to apply your developing understanding of genre and systemic functional linguistics (SFL) to formal written language use. For more guidance on this assignment, see the Email Analysis Rubric in Carmen. (200 points, 20% of course grade)

- **Assignment #5: Comparative Genre Analysis**  
  Students will conduct a comparative analysis of two genres of their choice (story, procedure, report). The analysis of the genres should be focused on the similarities and differences of ideational, textual, and interpersonal language features that are functional for each genre. The purpose of this task is for you to begin developing your understanding of the specific purposes and structures of language for each genre. For more guidance on this assignment, see the Comparative Analysis Rubric in Carmen. (200 points, 20% of course grade)

- **Assignment #6: Lesson Plan Design & Demonstration**  
  Students will develop a mini lesson plan, according to the standards-based communicative language teaching tradition, that is designed around aspects of field, tenor, and mode. In the lesson plan that students develop, they should demonstrate how their objectives, activities, and assessment are intentional around specific aspects of field, tenor, and mode. Students will perform the lesson on the last session of class and submit the lesson plan along with
justification of its development and design. For more guidance on this assignment, see the
Lesson Plan Design & Demonstration Rubric in Carmen. (150 points, 15% of course grade)

<table>
<thead>
<tr>
<th>Syllabus*</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
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| **Objective:** | Become familiar with syllabus, class requirements, and assignments
| | Discuss personal and professional experiences regarding bilingualism |
| **Readings for today:** | N/A |
| **Session 2** | Foundations: Theoretical Frameworks of Bilingualism |
| **Objective:** | Compare/contrast bilingual theories with monolingual ideologies.
| | Consider implications for design of lessons and teaching practices |
| **Readings for today:** | Baker (2001) Bilingualism: Definitions and Distinctions
| | Garcia (2009) Bilingualism and Translanguaging
| | **ASSIGNMENT DUE: Reflection 1** |
| **Session 3** | Foundations: Problematizing the Field |
| **Objective:** | Discuss and provide reasoning for current issues within bilingual education, SLA field, and the relationships with other disciplines |
| **Readings for today:** | May (2013) Disciplinary Divides* (*sections, not full article)
| | Ortega (2013) Ways Forward
| | **ASSIGNMENT DUE: Reflection 2** |
| **Session 4** | Foundations: Rethinking and Reframing Language |
| **Objective:** | Discuss ways that SFL relates to theoretical understandings of bilingual theory and contributes to understandings of disciplinary literacies
| | Discuss connections between Freire’s theories, SFL, and ways forward for language use across the disciplines
| | Discuss connections of Freire to their power as educators and |
| **Readings for today:** | Ortega (1999) Language and Equality: Ideological and Structural Constraints in Foreign Language Education in the U.S.
| | **ASSIGNMENT DUE: Reflection 3** |

* Schedule is subject to change
<table>
<thead>
<tr>
<th>Session 5</th>
<th>Introduction to SFL: Understanding the Function of Your Oral or Oral-like Language</th>
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</table>
| Objective: | • Demonstrate awareness and understanding of the concepts of SFL and provide students with opportunities to apply/acknowledge/become aware of these in their language.  
  • Apply understandings of SFL in order to analyze and deconstruct the language features that are functional in an oral text according to the metafunctions. |
Eggins (1994) Chapter 1: Making Meanings in Everyday Talk  
**ASSIGNMENT DUE:** Bring 3 examples of text messages where 1 or more of the following are represented: (a) different languages, (b) different degree of familiarity/intimacy between speakers |

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Introduction to SFL: Understanding the Function of Your Written Formal/Informal Language</th>
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</table>
| Objective: | • Analyze, dissect and categorize ways to identify meaning in language according to field/tenor/mode + genre  
  • Provide examples field/tenor/mode in informal & formal, written & oral, different social contexts/situations |
**ASSIGNMENT DUE:** Preliminary analysis 1 example of a text message  
**ASSIGNMENT DUE:** Bring 3 examples of emails where 1 or more of the following are represented: (a) different languages, (b) different degree of familiarity/intimacy between speakers |

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<thead>
<tr>
<th>Session 7</th>
<th>Introduction to SFL: Understanding the Function of Written Academic Language</th>
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| Objective: | • Analyze, dissect and categorize ways to identify meaning in language according to field/tenor/mode + genre  
  • Provide examples of field/tenor/mode in written academic language excerpts |
| Readings for today: | Martin & Rose (2008) Chapter 1: Getting Going with Genre  
Derewianka & Jones (2012) Chapter 1: An Appropriate Model of Language  
**ASSIGNMENT DUE:** Completed analysis of text message |
<table>
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<tr>
<th>Session 8</th>
<th>Genre-specific Language</th>
<th>ASSIGNMENT DUE: Preliminary Analysis 1 example of an email</th>
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<tbody>
<tr>
<td><strong>Objective:</strong></td>
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<td>Readings for today:</td>
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<tr>
<td>- Apply your developing awareness of the functions of language in different contexts or situations to examples of the <strong>story</strong> genre: recount (oral and written) &amp; narrative (written)</td>
<td></td>
<td>Derewianka &amp; Jones (2012) Chapter 2: The Functions of Language</td>
</tr>
<tr>
<td>- Identify differences in (a) purpose, (b) mode, and (c) receptive and/or productive engagement.</td>
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<td>Martin &amp; Rose (2008) Chapter 2: Stories</td>
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<tr>
<td><strong>Session 9</strong></td>
<td>Genre-specific Language</td>
<td>ASSIGNMENT DUE: Completed analysis of email</td>
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<td><strong>Objective:</strong></td>
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<td>Readings for today:</td>
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<tr>
<td>- Apply your developing awareness of the functions of language in different contexts or situations to examples of the <strong>procedural</strong> genre: recipe (oral and written) &amp; directions (oral and written)</td>
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<td>Derewianka &amp; Jones (2012) Chapter 6: Language for Telling How to Do Something</td>
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<tr>
<td>- Identify differences in (a) purpose, (b) mode, and (c) receptive and/or productive engagement.</td>
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<td>Martin &amp; Rose (2008) Chapter 5: Procedures and Procedural Recounts</td>
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<td><strong>Session 10</strong></td>
<td>Genre-specific Language</td>
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<td><strong>Objective:</strong></td>
<td>Readings for today:</td>
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<td>- Apply your developing awareness of the functions of language in different contexts or situations to examples of the <strong>Report</strong> genre: description (oral)</td>
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<td>Derewianka &amp; Jones (2012) Chapter 7: Language for Observing and Describing</td>
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<tr>
<td>- Identify differences in (a) purpose, (b) mode, and (c) receptive and/or productive engagement.</td>
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<td>Martin &amp; Rose (2008) Chapter 4: Reports and Explanations</td>
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<td><strong>Session 11</strong></td>
<td>Practical Applications</td>
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<td><strong>Objective:</strong></td>
<td>Readings for today:</td>
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<tr>
<td>- Compare/Contrast the ideational, interpersonal, and textual aspects</td>
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<td>Derewianka &amp; Jones (2012) Chapter 3: Introduction to a Teaching Learning Cycle</td>
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<td><strong>Objective:</strong></td>
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<td>- Design and develop a lesson according to the standards-based communicative language teaching tradition</td>
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<td>- Delineate aspects of field, tenor, and mode and demonstrate how instructional decisions and lesson design is informed by these aspects</td>
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<td><strong>Readings for today:</strong></td>
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<tr>
<td><strong>Objective:</strong></td>
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<tr>
<td>- Demonstrate Showcase a mini-lesson designed and developed in the standards-based communicative language teaching tradition according to field, tenor, and mode, reflecting these in the instructional decisions and design of a lesson.</td>
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<tr>
<td><strong>Readings for today:</strong></td>
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**Assignment due:** Turn in the lesson plan & rationale.

**Academic Integrity (Academic Misconduct):** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “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.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](#))

**Office of Disability Services Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates
creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**U/G Courses:** Not applicable

**Off-Campus Field Experiences:** You must enroll in EDUTL 5189. You are responsible for scheduling visits with your supervisor this semester. M.Ed. students should be observed by their supervisors at least four times in the fall. Two of the visits required for the fall semester must focus on each CP respectively. Remaining observations can focus on the content of your choosing. Therefore, your supervisor should observe you teach one lesson in which you demonstrate *increasing interaction and target language comprehensibility* (CI) and one lesson in which you demonstrate your use of *questioning for building and assessing student understanding*.

**Scheduling these lessons will require careful planning as your lesson must fit into the curriculum of your mentor teacher. Please communicate with your mentor in advance to coordinate the content of these lessons.**

**Technology:** Technology will be integrated in the course in a variety of ways. All lectures will use PowerPoint and multimedia presentations. Candidates will be required to access a web-based course management system (i.e., Carmen) to download course materials and submit assignments. In addition, candidates will learn about web-based resources and assistive/universal technology to enhance instruction.

**References**


Ortega, L. (1999). Language and equality: Ideological and structural constraints in foreign language education in the US. In T. Huebner & K. A. Davis (Eds.), *Sociopolitical*
perspectives in language policy and planning in the USA (pp. 243-266). New York: John Benjamins.

October 29, 2016

Dear Curriculum Committee members,

Please find attached a new course proposal for EDUTL 6645 “Language as a Resource: The Functions of Language in Teaching and Learning.” The course will serve as a foundational requirement within the World Language Education Master of Education (MEd), as well as a potential elective for students in the Master of Arts (MA) program in Teaching and Learning. In World Language Education, specifically, the course provides foundational knowledge or both the theory and practical application of systemic functional linguistics (SFL) that is developed throughout this particular MEd program.

The addition of the course to MEd in World Language Education will be proposed in an upcoming revision to the MEd programs in Teaching and Learning.

Sincerely,

Francis Troyan
FSMLE/World Language Education Faculty