BIEM 4349  LINGUISTICS FOR BILINGUAL TEACHERS

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I. COURSE DESCRIPTION

A study of the phonological, morphological, syntactical, lexical, and semantic characteristics of contemporary Spanish and English. The course focuses on Spanish-English bilingualism.

II. RATIONALE

BIEM 4349 is a required course for the Bilingual Education Supplemental certificate.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies for teachers covered in this course follow.

Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge base of content . . . to provide relevant and meaningful learning experiences for all students.

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES

Students in the Bilingual Education Supplemental certificate program will:

• demonstrate a depth of knowledge of bilingual education; (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
• demonstrate a depth of speaking ability in Spanish; (BIEM 4355 and BIEM 4356 are linked to this student learning outcome.)
• effectively apply the competencies of a bilingual education teacher in their student teaching experience. (BIEM 4344, BIEM 4345, BIEM 4349, BIEM 4355, BIEM 4356, BIEM 4357 and BIEM 4360 are linked to this student learning outcome.)
V. TExES COMPETENCIES

The Bilingual Education Supplemental Field 164 TExES program competencies covered in this course follow.

DOMAIN I - BILINGUAL EDUCATION

Competency 001
The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning teacher:

- Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

- Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, . . .)

- Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, . . .).

Competency 002
The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning teacher:

- Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2.
Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2.

Understands the interrelatedness and interdependence of first- and second-language acquisition [to assist] students in making connections between languages (e.g., using cognates, noting similarities and differences).

Understands cognitive, linguistic, social and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, ... home/school/community environment, literacy background) and uses this knowledge to promote students’ language development in L2.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to provide students with knowledge about: (1) linguistics and the major areas of study within formal linguistics, (2) the term language and dialects in some detail, (3) bilingualism and the use of language among Mexican Americans, (4) Spanish-English alphabet systems, (5) the vowels of English and Spanish, (6) the consonants of Spanish and English, (7) the mechanics of English and Spanish, (8) several types of grammar, (9) key differences between Spanish-English morphology and syntax, and (10) English-Spanish cognates and false cognates.

The Bilingual Education Supplemental Field 164 TExES program objectives for this course follow: (1) understand the foundations of bilingual education and the concepts of bilingualism and biculturalism in order to create an effective learning environment for students in the bilingual education program (V. 001) and (2) understand processes of [bilingual] acquisition and development in order to promote students’ language proficiency in their L1 and L2 (V. 002).

VII. COURSE TOPICS

The major topics to be considered are the following:

- Principal areas of study within formal linguistics
- Language and dialects
- Bilingualism and language use among Mexican Americans
- Alphabet systems of English and Spanish
- Vowels of Spanish and English
- Consonants of English and Spanish
Mechanics of Spanish and English
Types of grammar
Morphology and syntax of English and Spanish
Spanish-English cognates and false cognates
Spanish for Spanish-English Bilinguals

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

- Lecture/discussion approach
- Readings study questions
- In-class videos
- Spanish language exercises

IX. EVALUATION AND GRADE ASSIGNMENT

The final grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test I</td>
<td>30%</td>
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<tr>
<td>Test II</td>
<td>30%</td>
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<tr>
<td>Test III</td>
<td>25%</td>
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<tr>
<td>Linguistic quizzes</td>
<td>10%</td>
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<tr>
<td>Spanish language exercises</td>
<td>5%</td>
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</tbody>
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The letter grade equivalent for the cumulative percentage points earned is as follows:

- 90% - 100% = A
- 80% - 89%  = B
- 70% - 79%  = C
- 60% - 69%  = D
- Below 60% = F

X. COURSE SCHEDULE AND POLICIES

The weekly schedule for this course follows.

Jan. 27: Provide a synopsis of the course
Lecture on linguistics and the major areas of study within formal linguistics
and discuss the term language
ERIC Digest - What is linguistics?, pp. 1-2
Cook - The linguist and language, pp. 19-26
Feb.  3 :  Lecture on dialects in some detail  
Nobel - Dialects and language universals, pp. 9-23  
ERIC Digest - Vernacular dialects in U. S. schools, p. 1  
PE2841 .A25 “American tongues” (56 minutes)

Feb. 10 :  Lecture on bilingualism and the use of language among Mexican Americans  
Valdés - Bilingualism and language use among Mexican Americans,  
pp. 99-113  
Spanish for Spanish-English bilinguals  
“Hispanic Americans” (26 minutes)

Feb. 17 :  Finish the lecture on bilingualism and the use of language among Mexican Americans  
Valdés - Bilingualism and language use among Mexican Americans,  
pp. 113-130  
Spanish for Spanish-English bilinguals  
Review for Test I

Feb. 24 :  Test I  
Lecture on Spanish-English alphabet systems  
Leo - The Spanish alphabet: A synopsis, pp. 1-5

Mar.  3 :  Finish the lecture on Spanish-English alphabet systems  
Leo - The Spanish alphabet: A synopsis, pp. 6-7  
Lecture on the vowels of English and Spanish  
Vowel articulations, p. 1  
Criteria for classifying vowels, p. 1  
Classification schemes of American English and Spanish vowels, pp. 1-2  
Nobel - The vowels of Spanish and English, pp. 76-79; 81

Mar. 10 :  Finish the lecture on the vowels of English and Spanish

Mar. 17 :  Spring Break

Mar. 24 :  Lecture on the consonants of Spanish and English  
Criteria for classifying consonants, pp. 1-8

Mar. 31 :  Continue the lecture on the consonants of Spanish and English
Apr.  7 : Finish the lecture on the consonants of Spanish and English
Review for Test II

Apr.  14 : Test II

Lecture on the mechanics of English and Spanish
Leo - Spanish and English punctuation: A schematic summary, p. 1
Leo - Upper and lower case letters in Spanish and English: A brief comparison, p. 1

Apr.  21 : Lecture on several types of grammar and key differences between Spanish-English morphology and syntax
Nobel - Grammar, pp. 38-41
Crane, Yeager, and Whitman - The transformational-generative approach, pp. 106-109
Nobel - Parts of speech, pp. 155-172

Apr.  28 : Finish the lecture on Spanish-English morphology and syntax
Nobel - Word formation, pp. 174-180
Crandall, Díaz, Gingras, and Harris - What are some key differences between Spanish and English grammar?, pp. 1-5

Lecture on English-Spanish cognates and false cognates
Crandall, Díaz, Gingras, and Harris - Do cognates present a problem for Spanish speakers learning English?, pp. 5-7
Thonis - Cognate transfer and false cognates, pp. 197-199

Review for Test III

May  5 : Test III

May 12 : Spanish for Spanish-English Bilinguals

**Class attendance is essential due to the nature of this course. Make-up exams require professor approval.**

**XI. TEXTBOOK**

BIEM 4349 course pack is required for the course.
XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 10, 2015 is the last day to drop a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred Method for Scholarly Citations
The 6th edition of the Publication manual of the American Psychological Association is the preferred method for citations within papers.

Classroom/Professional Behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward University faculty and staff members. Specific rules and information are available in the TAMU-CC student handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.
These documents are accessible through the University Rules website at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The *Americans with Disabilities Act* is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. See website http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event and classes could not be held on campus of Texas A&M University-Corpus Christi, this course would continue through the use of email and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., emails, websites, Blackboard) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has a primary and secondary means of contacting each student.

*Required by SACS*