READ 5392/6392: Psycho-Sociolinguistics and Reading  
Fall 2017  
August 28 – October 13 – 100% Online course

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M 3:00p – 5:00p; T 1:00p – 4:00p  
Sat 11:30a – 12:30p  
And by appointment

Course Description
This course explores the psychology of language as well as the social semiotics of language learning. Theories of cognition and sociolinguistics will be examined as they relate to literacy development in regular and specialized learning contexts.

Rationale
This course is required for state certification as reading specialist. It serves as one of the courses needed to help graduate students develop a broader understanding of the role of linguistics and grammar in the study and teaching reading.

State Adopted Proficiencies
The following state adopted proficiencies are covered in this course:
A. The teacher possess and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. The teacher creates a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. The teacher responds appropriately to diverse groups of learners.
D. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. Learner-Center Professional Development. The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

State Board for Educator Certification (SBEC) Standards
TEXES  
Domain IV-Professional Knowledge and Leadership  
Competency 013 (Theoretical Foundations and Research-Based Curriculum)

SBEC
Standard I. Components of Reading: 1.19k, 1.37s, 2.18k, 4.2k, 4.3k, 4.1s

The beginning Reading Specialist knows and understands
1.19k
a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socioeconomic, constructivist) and their impact on instructional strategies
2.18k
the strengths and limitations of current educational theories that underlie instructional practices and programs
4.2k
the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition
4.3k
the importance of the interactions among the reader, the text, and the context of the reading situation
The beginning reading specialist is able to
1.37s
promote effective use of written English conventions by helping students recognize the similarities and differences between language (e.g., syntax and vocabulary used in spoken and written English)
4.1s
communicate the theoretical rationale for instructional decisions and practices

Course Objectives and Outcomes
This course is designed to enable students to:
1. Develop an understanding of the relationship between language and literacy through a critique of theory and research.
2. Explore the influence of cultural and social boundaries on language and literacy development.
3. Explore methods and develop literary/learning strategies consistent with a psychosociolinguistic interpretive framework.

Course Topics
The major topics to be considered are:
- Psycholinguistics, Language Explorations, and the Psychology of Reading
- Sociolinguistics and the Study of Language and Reading
- Language Development
- Literacy and Language Learning in Multicultural and Specialized Contexts

Instructional Methods and Activities
Methods and activities for instruction include:
- Lecture
- Group discussion
- Student led discussion
- Video
- Quizzes
**Evaluation and Grade Assignment**

The following course requirements will be explained in detail during class meetings. Also note that this course will be managed via Blackboard.

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<th>Points</th>
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<td>20</td>
<td><strong>Language exploration.</strong> Write a personal exploration of several language elements (minimum: 250 words). This activity is designed to encourage you to explore the origins of elements of the English language.</td>
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|        | • Research the language/location of your surname and the surname of one other family member. If you are a married woman, you might use your married name and maiden name. If your name has not changed because of marriage, you might use your last name and the last name of a parent or grandparent.  
|        |   o To help you get started, there are two websites listed in the Helpful Links section in Bb.  
|        | • Research the sources of the names of the months of the year.  
|        | • Research the sources of the names of the days of the week.  
|        | • Research the name of two geographic locations. |
| 50     | **Exploring language in the world: Field research.** Write a 1,000-word (minimum) mini-research paper analyzing language usage in the field. For this assignment, you will record/transcribe a language situation and then analyze the language of the participants. |
|        | • Select an informal social situation where 2-4 people are interacting -- discussion at a breakfast/dinner table, coffee with friends, party/picnic with friends, etc.  
|        | • Ask participants if you can record the situation -- no interviews -- you just want to capture a real-life language situation.  
|        | • Record the language of participants for 10-15 minutes.  
|        | • Listen to the language.  
|        | • Transcribe words and phrases that illustrate economy, expressiveness, dialect, and social interactions.  
|        | • Gather your data on the Assignment 2 Data Sheet (Bb).  
|        | • Analyze and discuss the language in three areas: phonetic, semantic, and social. |
| 100    | **Analyzing different views.** Write an analysis (5 pages) of the viewpoints of different linguists. In this paper, you will research a known linguist, psycholinguist, or other writer focusing on language. Your analysis will include the following information:  
|        | • A brief bio of the individual (1/2 to 1 page)  
|        | • A discussion of the individual’s theory or analysis of language (2 pages)  
|        | • A reflection of your own thoughts about the individual (2 pages) |
• You should have a minimum of one resource written by the individual. You must have a minimum of 2 resources about the individual.
• Your paper must follow APA guidelines and be double-spaced.
• A list of individuals from which to choose will be provided at the beginning of the semester.

### 100 Research/Reflection/Application paper.
Write a 5-7 page research paper on a topic related to course study.
• Select a topic we have explored in this class -- or a related topic you would like to investigate further.
• Include these elements:
• An introduction -- why the topic is important (1/2 - 1 page)
• A literature review reflecting the views and research of others related to your topic (2 pages)
• A personal reflection -- Write a personal reflection of your professional journey through the topics in the course. Included in your reflection will be a discussion of how your new knowledge will impact your practices in the classroom. Also include how your thinking has changed during the course. (2 pages)
• Identify ways your teaching could be impacted by your new thinking. (1/2 -1 page)

### 60 Quizzes.
There will be 2 online quizzes based on assigned reading and presentations/discussions. 30 points each.

### 20 Course scavenger hunt.

### 15 GROW Boot Camp (for doctoral students only).
You must attend at least one boot camp offered by the GROW program here at the university. It is only necessary that you attend the workshop part (not the writing part). Submit a reflection that discusses what you learned and how you will use it. Dates TBA. (add 15 points to total points below).

### 350 Total points
Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

Letter grades will be determined by the following scale:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%
Class attendance and participation:
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping teachers develop early literacy and learning strategies, it is very important that students attend WebEx classes regularly and keep up with asynchronous classes as well. It is not enough to rely on others’ notes to make up for class activities and experiences. Full WebEx class session attendance means that you are fully attending! No children or pets! Additionally, failure to attend class regularly may place students at a severe disadvantage on all assignments. If you are absent, ask a classmate for her or his notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

Required Textbooks:

Various readings as assigned by professor – available in Blackboard (Bb)

Recommended or Supplemental Reading:


**Course Outline TBA**

**Notes:** Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

**Late work**

Full credit will not be given for late assignments. Extra credit is not an option for this course.

**Cell Phone/Electronic Device Usage**
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

**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 a failing grade.

**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.

**Classroom/Professional behavior**
Professional decorum is expected. Attendance will be recorded for this class. Points will be deducted for class absences. Notification of an absence does not constitute a class waiver.

**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 Web site at http://www.tamucc.edu/provost/university_rules/index.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 (ADA) 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 Driftwood 101.

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

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