READ 5392/6392: Psycho-Sociolinguistics and Reading
Fall 2019
August 26 – October 11 – 100% Online course

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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 of reading.

State Adopted Proficiencies
1. The following state adopted proficiencies are covered in this course:
2. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
3. The teacher creates a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
4. The teacher responds appropriately to diverse groups of learners.
5. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
6. 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:
The beginning Reading Specialist knows and understands…
1.19k: a variety of comprehension theories/models (e.g., transactional, interactive, metacognitive, socio-psycho linguistic, 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

International Literacy Association Preparation of Literacy Professionals Standards
https://literacyworldwide.org/get-resources/standards/standards-2017

Course Objectives and Outcomes
This course is designed to enable students to:
1. Understand why studying linguistics is important to the teaching of reading.
2. Explore theories of first and second language acquisition.
3. Describe the concepts of and teaching implications related to: phonetics, phonology, morphology, syntax, semantics, pragmatics, and orthography.

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

Instructional Methods and Activities
Methods and activities for instruction include:
• Lectures
• Group discussion
• Student presentations
• Videos

Evaluation and Grade Assignment (See class schedule for due dates)
The following course requirements will be explained in detail in the syllabus review video.
Also note that this course will be managed entirely via Blackboard.

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| 20     | **Language exploration.** Write a personal exploration of several language elements (minimum: 250 words). *Remember to use your own words!* This activity is designed to encourage you to explore the origins of elements of the English language. See the rubric attached to this assignment in Blackboard.
|        | • Research the language/location of your current or former surname and the surname of one other family member.
|        |   • 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 names 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. See the rubric attached to this assignment in Blackboard.

• Select an informal social situation where 2-4 people are interacting -- discussion at a breakfast/dinner table, coffee with friends, party/picnic, 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 at least 10-15 minutes.
• Listen to the recording first. Then transcribe the recording.
• Listen for words and phrases that illustrate economy of language, expressiveness, dialect, and social interactions.
• Gather your data on the Language Analysis Chart that is attached to the assignment in Bb.
• Write about your findings by analyzing and discussing the language in three areas: phonetic, semantic, and social. Use the Word document template attached to this assignment in Blackboard to organize your paper.

75  
**Analyzing different views.** Write an analysis (3 pages) of the viewpoints of a linguist. See the rubric attached to this assignment in Blackboard. In this paper, you will research a known linguist, psycholinguist, or other writer focusing on language. Your choices are:
• Jeff Anderson
• Courtney Cazden
• Noam Chomsky
• Eve Clark
• Jim Cummins
• Ken Goodman
• Michael Halliday
• Stephen Krashen
• John McWhorter
• Steven Pinker

Your analysis will include the following information:
• A brief bio of the individual (1 page)
• A discussion of the individual’s theory or analysis of language (1 page)
• A reflection of your own thoughts about the individual’s views on language (1 page)
• You must have a minimum of TWO resources about the individual and TWO sources written by the individual.
• Your paper must follow APA guidelines and be double-spaced. In-text citations and a complete reference list are required.

100 Research/Reflection/Application paper. Write a 5-page research paper on a topic related to course study. Any topics covered in the weekly units are fair-game.
• Select a topic we have explored in this class -- or a related topic you would like to investigate further.
• Include these elements:
  o An introduction -- why the topic is important (1 page)
  o A literature review reflecting the views and research of others related to your topic (2 pages)
  o A personal reflection -- Write a personal reflection of your professional journey through your chosen topic 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 related to your chosen topic has changed during the course. Identify ways your teaching could be impacted by your new thinking. (2 pages)

30 Quizzes. There will be 2 online quizzes based on assigned reading and presentations/discussions. 15 points each.

30 Post to 3 Discussion Forums and interact with your small group in each thread.

15 Course Scavenger Hunt. Get to know your syllabus, Blackboard course site, and instructor!

30 Observation/Practicum Hours (required by ALL students). You will complete a minimum of 15 internship hours. Half can be observations that you do as a teacher and the other half need to be your teaching that is observed by a reading specialist or administrator. You are required to document observation hours using the two self-report documents in Blackboard.
• Prep time for lessons counts toward hours. Also, you can use the Language Exploration in the Field” assignment to count toward these hours (3 hours max).
• Other suggested activities:
  o Observe and coach undergraduate students while they tutor their students in Mr. Hill’s (jhill@islander.tamucc.edu) or Dr. Pletcher’s READ 3351 – Diagnosis and Correction of Reading Problems course (contact us for dates/times – these are after-school tutoring sessions);
  o Observe a peer teaching a lesson related to any topic in this course and debrief the lesson;
  o Teach a lesson related to any topic in this course;
  o Conduct a professional development session for your colleagues related to any topic in this course.
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**Extra Credit.** 5 points for each Student Reading Council (SRC) meeting attended. If you are not local, you may WebEx in for credit (please contact Dr. Kelli Bippert (kelli.bippert@tamucc.edu to do so). Dates TBA in Blackboard at the beginning of the semester.

**350 Total points**

Assignments are scored based on completion of assigned task, as well as accuracy, content, grammar, and conventions.

Letter grades will be determined by the following scale:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

**Class participation:**
Due to the nature of this course, active student participation is essential to overall successful class performance. As this is an online course, you are expected to be self-disciplined and keep up with assignments. Please contact me and your peers for assistance.

**Required Textbook:**

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

**Recommended Reading:**

READ 5392/6392 Syllabus * Dr. Bethanie C. Pletcher


**Course Schedule (TBD)**

**Late work**
No coursework will be accepted late without instructor approval. For each day an assignment is late, one letter grade will be dropped from the total score earned.

**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**

READ 5392/6392 Syllabus * Dr. Bethanie C. Pletcher
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 participation WILL NOT automatically result in your being dropped from the class.

Classroom/Professional behavior
Professional decorum is expected. Be aware of your online presence in Blackboard.

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.