

Required Textbooks: These are suggested textbooks; instructors are free to select appropriate texts, based upon the course description and their own expertise.

Holmes, J. (2001) *An introduction to sociolinguistics*. 2nd Ed. London: Pearson Education.
ISBN: 0-582-32861-6

McWhorter, J. (2000). *Spreading the word: Language & dialect in America*. Portsmouth, NH: Heinemann.

Resource Material: It is suggested that these references be purchased and used for this course:

University of the State of NY. (2000) *The teaching of language arts to limited English proficient learners: A resource guide for all teachers*. Albany, NY: The State Education Department, Office of Bilingual Education.

University of the State of NY. (2001) (Draft) *The teaching of language arts to limited English proficient learners: Learning standards for English as a second language*. Albany, NY: The State Education Department, Office of Bilingual Education

Bibliography: Selected works related to the course content and key journals are provided.

August, D. & Hakuta, K (Eds). (1997). *Improving schooling for language minority children: A research agenda*. Washington, DC: National Academy Press.

Brown, H.D. & Gonzo, S.(1995) *Readings on second language acquisition*. Upper Saddle River, NJ: Prentice Hall Regents.

Collier, V.P. (1992). *A synthesis of studies examining long-term language minority student data on academic achievement*. *Bilingual Research Journal*, 16, 187-212.

Delpit, L. (1997) Ebonics and culturally responsive instruction. *Rethinking Schools*. Special Ebonics Issue. Volume 12, 1.

Fillmore, L. (1992). Learning a language from learners. In C. Kramsch & S. McConnell-Ginet (eds.), *Text and context: Cross-disciplinary perspectives on language study*. Lexington, MA: D.C. Heath.

Holmes, J. (2001) *An introduction to sociolinguistics*. 2nd Ed. London: Pearson Education.

Krashen, S. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.

Peyton, J.K., Griffin, P., Wolfram, W., & Fasold, R. (Eds). (2000). *Language in action: New Studies of Language in Society*. Cresskill, NJ.: Hampton Press.

Pinker, S. (1994). *The language instinct*. New York: Harper Perennial.

Pinker, S. (1999). *Words and rules: The ingredients of language*: New York: Perseus Books.

TESOL (1997). *ESL standards for Pre-K – 12 students*. Alexandria, VA: TESOL (National Teachers of English to Speakers of Other Languages)

Tannen, D. (1990). *You just don't understand: Women and men in conversation*. New York: William Morrow & Co.

Zentella, A.C. (1997). *Growing up bilingual*. Malden, MA: Blackwell.

KEY JOURNALS

- ◆ Annual Editions: English as a Second Language
- ◆ Annual Editions: Multicultural Education
- ◆ Bilingual Research Journal
- ◆ Cultural Circles
- ◆ Educational Leadership
- ◆ Harvard Educational Review
- ◆ Hispanic Journal of Behavioral Sciences
- ◆ Journal of Educational Equity and Leadership
- ◆ Journal of Educational Issues of Language Minority Students
- ◆ NYS – SABE Journal
- ◆ Phi Delta Kappan
- ◆ Social Education
- ◆ TESOL Journal
- ◆ TESOL Quarterly
- ◆ Urban Education

Course Schedule: Topics to be covered are listed; it is incumbent upon the instructor of the course to establish a course schedule of readings

- ◆ Definitions and key terms: including: Language, Dialect, Idiolect
- ◆ Diglossia
- ◆ Language variation and Language contact
 - language v. dialect
 - different types of dialect (standard, colloquial, regional, social, historical)
 - speech community
 - speech register
 - speech style
 - language change
 - mutual intelligibility
 - communicative competence
- ◆ Discourse
- ◆ Interlanguage
- ◆ Linguistic repertoire
- ◆ Language shift
- ◆ Creole
- ◆ Pidgin
- ◆ Code-switching
- ◆ Ethnography - Qualitative v. Quantitative research

Course Requirements and Evaluation:

It is incumbent upon the instructor to modify this area in accordance with the course outline for due dates and specifics.

◆ Attendance and Class Participation	15%
◆ Oral presentation on Research	20%
◆ Three short quizzes	15%
◆ Midsemester examination	20%
◆ Fifteen (15) – Twenty (20) page paper on Research Topic	30%
Total	100%

- ◆ **Note:** Assessments are varied in format; all students will have an opportunity to "shine" at what they do best.

Attendance Policy

You are required to attend class every day and on time with all assigned readings completed in order to participate in class activities and discussions.

Academic Integrity

"The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence." Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

Student Disclosure

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).