IL 2203: Language and Language Systems  
Online course: Fall 2014

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Language and Language Systems
This course provides an overview of literacy research and instructional approaches that relate to language and language systems. Course modules focus on the following:
- the historical development of the English language and how that development influenced English orthography, or spelling, and English grammar  
- linguistic and sociocultural perspectives for understanding second language learners and speakers of dialects  
- instructional approaches for encoding and decoding that provide support to students in learning about how the English language works at the word level

Standards
This course addresses the following Standards for Reading Professionals (IRA, 2010):

Standard 1: Foundational Knowledge
- 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Standard 2: Curriculum and Instruction
- 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

Standard 3: Assessment and Evaluation
- 3.1 Understand types of assessments and their purposes, strengths, and limitations  
- 3.2 Use assessment information to plan and evaluate instruction

Standard 4: Diversity
- 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
• 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
• 4.3 Develop and implement strategies to advocate for equity.

Standard 5: Literate Environment
• 5.2 Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.
• 5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).
• 5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Required Texts for You to Purchase
Additional chapters will be accessible to you electronically.

Course Structure
While this is a web-based course, it is important for you to complete all readings and assignments on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 14 modules, you will need to spend that amount of time on the website in addition to your weekly readings and assignments. Additionally, there is a final debriefing module, which is an opportunity to take stock of your learning over the course of the semester.

Expectations for Participation
This online course is not self-paced. You are expected to complete one module every week. Modules begin on Mondays at 8 am and end on Sundays at 8pm. Completing a module involves reading, submitting assignments, and participating in discussions. You are expected to engage deeply with the subject matter, to take risks in your thinking, and to learn from one another. The quality of this class depends on the community we create as we engage with the course content.
For each module, you have an opportunity to earn 8 points for your participation. These points will be awarded at the close of discussion for each module and recorded in the online grade book.

Participation in each course module is the equivalent to attending a class meeting. If you do not participate in a module discussion, you will receive zero points for that module. Not participating in the discussion for a module is treated just like an absence. Therefore, if you miss more than two “classes” (participation in module discussions), your grade will be reduced by one level for each class beyond two missed classes. For example, if you miss three classes, the highest grade you could receive in the course would be within the B level. If you miss four classes, the highest grade you could receive would be within the C level. Participating in each module in a timely manner is critical; you cannot make up a missed module by doing alternative work. That is, once a discussion module is complete, you cannot make up the points that you would receive for participating in that discussion.

**Course Assignments**
Below is a brief description of each assignment for this course. Detailed assignment guides are posted on the course website under the assignment link; criteria for grading are also included in the assignment sheets. *All assignments should be submitted electronically to the assignment section of the course website.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Reading Guides (3)</td>
<td>60 (20 points each)</td>
<td>10%</td>
</tr>
<tr>
<td>Article Analysis Assignment</td>
<td>90</td>
<td>15%</td>
</tr>
<tr>
<td>Glossary Assignment</td>
<td>90</td>
<td>15%</td>
</tr>
<tr>
<td>Spelling Inventory Assignment</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Linguistic Diversity Assignment</td>
<td>90</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>120</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board Participation</td>
<td>120</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Assignment Descriptions**
Below is a brief description of each assignment for the course.

**Interactive Reading Guides**
You will complete three interactive reading guides. These are designed to focus your attention on key points in readings and provide a context for applying instructional approaches described in the readings.
Article Analysis Assignment
This assignment involves analyzing a professional article using the Publication Manual of the American Psychological Association to structure your analysis.

Glossary Assignment
This assignment involves preparing a glossary of terms related to phonology, orthography, and morphology.

Spelling Inventory Assignment
This assignment involves recording and analyzing the spelling tests of two students and determining the appropriate instructional approach for each.

Linguistic Diversity Assignment
This assignment involves working with a small group to investigate the features of a specific language and cultural context and the development of a PowerPoint presentation and list of resources to share the information.

Final Examination
This written final exam, which will be available to you one week before it is due, is an opportunity to demonstrate the knowledge you have gained from this course; questions will be drawn from readings and assignments and will provide you with an opportunity to synthesize your learning.

Discussion Board Participation
Each week in our class we will have an online group discussion of the readings that are assigned for the week. To facilitate the discussion the course instructor will pose a number of discussions questions based on the assigned readings for the module. You are expected to participate in these discussions in a substantive way (by both responding directly to the questions and by responding to others’ comments). Again, only posts that are substantive in nature will receive full points. You are required to post your initial thoughts on the posted questions by 8pm on Thursdays and participate in discussion with your peers by 8pm on Sundays. Discussion with peers should also be substantive. That means that postings such as “I like your idea.” or “I agree with your thinking.” must be accompanied by additional questions or feedback that add to the discussion for full points to be awarded. The expectation is that you will answer each question posted by Thursday at 8pm and provide at least two follow-up posts to your colleagues’ comments by Sundays at 8pm. Your participation in discussion board conversations is 20% of your final grade.

**Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on Mondays 8 a.m. and
run through Sundays at 8 p.m. You must start posting for each module by so that the class will have the opportunity to engage in conversation. Points will be deducted if you have not posted your initial post by Thursday at 8pm and your follow up discussion by Sunday at 8pm. It is your responsibility to post in a timely manner. Posts added after the completion of a module (Sunday at 8pm) will not be considered in scoring.

**Grading Policy**
The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance. Detailed course assignment sheets and grading rubrics will be available for each assignment.

Grades will be assigned based on the following ranges:
- 94-100% = A
- 90-93% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 74-79% = C
- 69-73% = D

**Late assignment policy:** The pace of the class requires that you do not fall behind in assignments; thus, late assignments will not be accepted unless arrangements have been made with the course instructor in advance of the due date. If an extension is needed for assignments, this must be arranged before the due date and will be granted for only the most extenuating of circumstances. All assignments are due by 8pm on the due date, unless otherwise noted on Courseweb.

**Note:** if you are granted an extension with an agreed-upon new due date and the assignment is not turned in by that date, there will be no credit given for the assignment.

**Revising assignments:** If your work on an assignment is graded below 80% you may revise and resubmit it one time. However, you should consult with the course instructor before doing so. **This consultation should be made within one week of receiving your returned assignment.** Resubmissions should be submitted stapled to the original submission. The highest grade you can receive on a resubmitted assignment is an 80%. This will replace your original grade.