**Language and Language Systems**

**IL 2203**

*Fall Semester*

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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 goals are as follows:

Module 1: History of English

* TLW recognize the historical development of the English language and how that development influenced English orthography, or spelling, and English grammar.
* TLW apply knowledge of the historical development of the English language to categorize words by their etymology and related orthography.

Module 2: Instructional approaches to teaching decoding and encoding

* TLW be able to describe instructional approaches for teaching encoding and decoding to support students (PK-12).
* TLW model effective word study instruction.
* TLW design word study instruction for students across grade levels by utilizing assessment data.

Module 3: Linguistic diversity

* TLW recognize linguistic and sociocultural perspectives for second language learners and speakers of dialects.
* TLW develop word study instruction for second language learners.

**Required Texts for You to Purchase**

* American Psychological Association.  (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC:  American Psychological Association.
* Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2020).  Words their way: Word study for phonics, vocabulary, and spelling instruction (7th ed.). Upper Saddle River, NJ: Pearson.
* Beck, I. L., & Beck, M. E. (2013).  Making sense of phonics: The hows and whys.  New York: Guilford Press.
* Henry, M. K. (2010).  Unlocking literacy: Effective decoding & spelling instruction (2nd ed.).  Baltimore, MD: Brookes Publishing.

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 Wednesdays at 8 am and end on Tuesdays 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 4 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 one “class” (participation in module discussions), your grade will be reduced by one level for each class beyond one missed class. For example, if you miss two classes, the highest grade you could receive in the course would be within the B level. If you miss three 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 Canvas.*

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| **Assignments** | **Point Value** |
| Interactive Reading Guides (3) | 60 (20 points each) |
| Article Analysis Assignment | 90 |
| Word Building Instructional Video | 20 |
| Glossary Assignment | 90 |
| Spelling Inventory Assignment | 30 |
| Word Study Assignment | 50 |
| Online Simulation | 20 |
| Discussion Board Participation | 60 (4 points per week/ 15 weeks) |

**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.

**Word Building Instructional Video**

This assignment involved recording a short instructional video to show how to teach one Word Buidling lesson.   
   
**Glossary Assignment**  
This assignment involves preparing a glossary of terms related to phonology, orthography, and morphology for use by a beginning teacher.   
   
**Spelling Inventory Assignment**  
This assignment involves recording and analyzing the spelling tests of two students and determining the appropriate instructional approach for each.    
   
**Word Study Assignment**  
This assignment involves creating word study instruction to ensure it meets the needs of students based on assessment data. In addition, instruction will be modified to best support English language learners.

**Virtual Simulation**  
The final assignment is a virtual simulation asking you to both create word study instructional grouping using assessment data and also create instruction for each group.   You will utilize course texts throughout the simulation.    
   
**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 Saturdays** and participate in discussion with your peers by **8pm on Tuesdays**.  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 Saturday at 8pm and provide at least two follow-up posts to your colleagues' comments by Tuesdays at 8pm.**     
   
\*\*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 Wednesdays 8 a.m. and run through Tuesdays 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 and follow-up posts by the deadlines.  It is your responsibility to post in a timely manner.  Posts added after the completion of a module (Tuesday 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 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 Canvas.  Late assignments will be penalized 10% for each day late (including weekends).  No assignment will be accepted after three days past the due date.    
  
**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 with the original submission. The highest grade you can receive on a resubmitted assignment is an 80%. This will replace your original grade.

**University of Pittsburgh, Department of Teaching, Learning and Leading Policies and course policies:**

**Academic Integrity**

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Disability Services**

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

**TLL Departmental Grievance Procedures*:*** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL
4. If needed, the student should next talk to the SOE associate dean of students.
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative.

**Civility Commitment**

As future or current teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Carefully consider your language choices to ensure that all learners feel safe and valued. If at any time, you are uncomfortable please feel free to speak out and/or speak to me privately.

**Food/Housing Insecurity**

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course you are welcome to speak with me if you need support in contacting the right people/offices:

**Pitt Pantry**

Food Pantry available to the wider University community

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

**Off-Campus Housing Office:** <http://www.ocl.pitt.edu/>