

LIN 4930/LIN 6932: Communication in Language Classrooms

Course Information

Fall 2021: Tuesdays, Period 4 (10:40 AM - 11:30 AM)
Thursdays, Periods 4-5 (10:40 AM - 12:35 PM)
118 Matherly Hall

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Office Hours: T: 1:30-3:30 and R: 3-4:30
Office Location: Turlington 4131 F

Course Description

Student participation is required in most language classrooms, yet the nature and goals of that participation can vary greatly. This course addresses the dynamics of language classroom communication by focusing on several variables, including the cultural expectations and communication patterns that teachers and learners bring, the teacher's conception of meaningful engagement with language, and how that engagement shapes student learning and promotes second language acquisition. We will look at some methods of data collection and analysis appropriate for working with classroom language data. We will analyze classroom data, and if you are teaching or tutoring during the course, you will be encouraged to analyze your own instructional language.

We will explore these critical questions:

What are goals/your goal for analyzing discourse in classrooms?

How are classroom contexts and communities created through interaction?

How do teachers and learners use language to think together?

How do teachers develop their classroom interactional competence?

How do discourse structures and use of language privilege some groups over others?

How do teachers and learners use language to support development and language acquisition of all learners?

Course Objectives

By the end of the course, you will be able to:

- Identify features of classroom discourse and why and how they matter
- Analyze classroom discourse through at least one approach
- Analyze examples of classroom discourse that are important to you to identify and explain how learners are engaging with language in meaningful ways (i.e., that support Classroom Interactional Competence (Walsh, 2006, p. 130); thinking together (Mercer, 2000); SLA; and emotional/cognitive development)

- Analyze your own classroom discourse to identify and possibly accomplish a plan of action concerning your professional development
- Devise classroom discourse strategies to include all students in more equity-oriented ways

Course Learning Activities

Reading responses (RR) (30 points total)

You'll do 3 reading responses across the semester that include a written component. The process of writing a response is meant to 1) encourage you to think critically about the content rather than articulate a hasty, superficial response, and 2) engage us in different ways of thinking together and to evaluate each of these forms of mediation. You will be given specific prompts for each RR and page limits. Each response is worth 10 points. Graduate students will have an additional prompt on which to reflect and respond. Details will be available on CANVAS.

- **RR 1:** Reflect on the target question, draft a response, and revise a tight, coherent response
- **RR 2:** Reflect on the target question, dialogue with a classmate, draft a response, and revise a tight coherent response
- **RR 3:** a) Reflect on the target question, collaboratively draft a response, and revise a tight coherent response or b) Reflect on the target question, post a response on a discussion board, read your classmates' posts, and revise a tight coherent response

Group Data Analysis (DA) Project (30 points total)

Over the course of the semester, you'll work with a group of classmates on specific data sets to answer a specific prompt by identifying using concepts that we are discussing through different discourse analysis approaches. This project will involve 1) group data analysis, 2) individual reflection on the process, and 3) an evaluative synthesis of the experience. Details will be given on CANVAS.

Classroom communication Project (40 points total)

Think about why you are taking this course and what your goal is for learning about communication in language classrooms, as well as how analyzing a specific context will help you to reach that goal. This assignment will enable you to apply the various concepts and DA approaches that we've discussed over the semester in a personally relevant, goal-directed final project. At the end of the semester, we'll share these projects in a format that we will decide upon together (Carousel poster session? Voicethread? Traditional powerpoint? Other ideas?). Undergraduates will write 10-15 pages; graduates, 15-20. Details will be given on CANVAS.

- **Narrative (Self) Inquiry Project:** A self-inquiry project is an excellent way to collect and analyze your own discourse as a teacher to enhance student learning and learning opportunities and to grow professionally. You will need to determine an area of professional growth that you would like to pursue. The data might include written or spoken data, excerpts from interactive lectures you do in class, direction-giving, responses to students' orally or in written work, online interactions, and reflection dialogue (such as tiny talks, reflection journals, etc.).

- **Classroom-based Research Project:** A classroom-based research project is an excellent to examine a specific aspect of communication in the classroom. You will design, conduct, and write up the findings from your study. This project will require approval from the teacher, students, and institution in which class is held.
- **Curriculum Unit:** A curriculum unit is an excellent way to construct a four-week unit for a current or future learning context in which you will intentionally design activities and interactions that evidence how you are promoting interaction for cognitive/emotional development and SLA, as well as creating equity-based interaction for all learners.
- **Propose an alternative?** If you have an idea for a project not listed here, let's talk!

See below for UF grading.

Grading

Course Assignments and Grading

Assignment	Points
Reading responses	30
Group data analysis project	40
Classroom communication project	60

Grading Scale

100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Textbook

We will primarily be using the following textbook in this course:

Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*. Routledge.

Additional readings will be uploaded to Canvas and will include some selections from the following additional resources.

Additional Resources

- Atkinson, D., Okada, H., & Talmy, S. (2011). Ethnography and discourse analysis. *Continuum companion to discourse analysis*, 85-100.
- Au, K. H. P. (1980). Participation structures in a reading lesson with Hawaiian children: Analysis of a culturally appropriate instructional event 1. *Anthropology & education quarterly*, 11(2), 91-
- Bernstein, B. (2003). *Class, codes and control: Applied studies towards a sociology of language* (Vol. 2). Psychology Press
- Bloome, D. Power Carter, S., Morton Christian, B. Madrid, S., Otto, S. Shuart-Faris, N. & Smith, M. with Goldman, S.R. & Macbeth, D. (2008). *Discourse Analysis in Classrooms: Approaches to Language and Literacy Research*. TC Press.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge university Press.
- Cazden, C. B. (2001). *Classroom Discourse: The Language of Teaching and Learning*. 2nd edition. Heinemann.
- Christie, F. (2002). *Classroom Discourse Analysis: A Functional Perspective*. Continuum.
- Gee, J. P., & Handford, M. (Eds.). (2013). *The Routledge handbook of discourse analysis*. Routledge.
- Haneda, M., & Wells, G. (2008). Learning an additional language through dialogic inquiry. *Language and education*, 22(2), 114-136.
- Johnson, K.E. (1995). *Understanding Communication in Second Language Classrooms*. Cambridge.
- Kumaravadevelu, B. (1999). Critical classroom discourse analysis. *TESOL quarterly*, 33(3), 453-484.
- Mercer, N. (2000). *Words & Minds: How We Use Language to Think Together*. Routledge.
- Michaels, S. (1981). "Sharing time": Children's narrative styles and differential access to literacy. *Language in society*, 10(3), 423-442.
- Milner, H. Richard. "Race, Culture, and Researcher Positionality: Working through Dangers Seen, Unseen, and Unforeseen." *Educational Researcher* 36, no. 7 (2007): 388–400. <http://www.jstor.org/stable/30136070>.
- Paris, D. (2019a). Naming beyond the white settler colonial gaze in educational research. *International Journal of Qualitative Studies in Education*, 32(3), 217-224.
- Patchen, T., & Smithenry, D. W. (2014). Diversifying instruction and shifting authority: A cultural historical activity theory (CHAT) analysis of classroom participant structures. *Journal of Research in Science Teaching*, 51(5), 606-634.
- Rex, L.A. & Schiller, L. (2009). *Using Discourse Analysis to Improve Classroom Interaction*.

- Routledge.
- Rex, L.A. & Juzwik, M.M. (Eds.) (2011). *Narrative Discourse Analysis for Teacher Educators: Managing Cultural Differences in Classrooms*. Hampton Press, Inc.
- Rogers, R. (2017). Critical discourse analysis and educational discourses. *The Routledge Handbook of Critical Discourse Studies*, 465-479.
- Rymes, B. (2016). *Classroom Discourse Analysis: A Tool for Critical Reflection*. 2nd edition. Hampton Press, Inc.
- Tillman, Linda C. "Culturally Sensitive Research Approaches: An African-American Perspective." *Educational Researcher* 31, no. 9 (2002): 3–12.
<http://www.jstor.org/stable/3594490>.
- Wells, G. (1999). Language and education: Reconceptualizing education as dialogue. *Annual Review of Applied Linguistics*, 19, 135-155.
- Walsh, S. (2013). *Classroom Discourse and Teacher Development*. Edinburgh University Press.
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Your responsibilities as a student in this class to yourself and others

Stay Aware/Comply With Covid Policies on Campus

Campus Briefs are being sent regularly. Here is the latest:

Effective immediately, in light of new guidance from the Centers for Disease Control and Prevention, we expect everyone to wear a mask at all times when inside any UF facility, even if you are vaccinated. This includes our students, faculty, staff, vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons.

Complete the Readings

Some of you will have an intuitive understanding of classroom communication because of your extensive experience as students. However, we will be examining classrooms systemically through concepts and approaches that are likely new to you. Doing careful reading is crucial (hence the reading response assignments). Additionally, the readings will provide a foundation for in-class activities. I don't expect you to understand everything, so come with questions and we will think together!

Attend and Actively Participate in Class

Attendance and participation go hand in hand. AND in a class on classroom communication, an underlying assumption is that you are willing to create and engage with our community of learners. Class attendance is essential for your success in this course. Come to class **on time, prepared, and ready to think together**. We are a learning community so be

respectful (no texting unless family emergency) or web surfing. Sharing diverse ideas is critical to our learning--listening to each other as we share our ideas and provide evidence for our positions is essential to academic dialogue.

We are experiencing unusual circumstances. If you fall ill or have an emergency, please contact me immediately.

Submit Work on Time

Deadlines are part of life, and the deadlines in this course were set to help build your knowledge and abilities throughout the semester to help you be successful in the class assignments. Late assignments will be penalized (penalty of 10% of the grade deducted for each day it is late). BUT I will give you extensions without penalty if you let me know **ahead of time** (for example, sickness, religious holidays, emergencies). If you tell me after the fact, your work will be penalized.

Check Canvas Regularly

Canvas (<https://elearning.ufl.edu/>) will be our main online platform for the course. It will be the main way that I communicate with you outside of class. You are welcome to contact me via Canvas or my UF email (pgolombek@ufl.edu). I send out Announcements and reminders about upcoming assignments regularly, so make sure to set up your Canvas notifications.

Communicate

I am genuinely eager to get to know you as people/students. Your success matters to me. If you are unsure about expectations, need feedback, or must miss class, PLEASE reach out to me. You can email me, Canvas message me, see me during office hours (zoom or in person), or touch base after class. I tend to have a rapid response time when students reach out. I will ask the class for some feedback at times to get a sense of how things are going.

According to Florida House Bill 233, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. Please see Canvas for details about when you are allowed to record the class.

Be a good citizen of our learning community

Do your own work unless working with a partner as specified in certain activities. Follow the University of Florida, you are bound by The Honor Code [Student Responsibilities < University of Florida \(ufl.edu\)](#). Of course not cheating is part of the Honor Code, but it also specifies a number of behaviors that are in violation of this code and the possible sanctions. I take this part seriously in my work: "Only in an atmosphere of equality and respect can all members of the university community grow."

Take Care of Yourself

We are in challenging times. If you feel overly challenged, please contact the Counseling and Wellness Center <https://counseling.ufl.edu/> 352-392-1575. If you are having difficulty

setting something up at the CWC or see a friend in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student. OR, come to me and I will reach out to the Dean of Students office.

Request Accommodations if Needed

Any student with differing abilities/needs who is requesting accommodations should first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to me as the instructor when requesting accommodation. Please do this as early as possible in the semester. If you need any help, let me know.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.