

Course Title
LANGUAGE SOCIALIZATION
Course Number
15:253:527, Section 01
3 Credits

Instructor Name: Ariana Mangual Figueroa	Email address: amf@gse.rutgers.edu
Phone Number: 732.932.7496 x 8122	10 Seminar Pl Rm 218
Office Hours: Thursdays, 2:00pm-4:30pm, by appointment	Prerequisites or other limitations: n/a
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Email the professor at amf@gse.rutgers.edu

Learning goals:

The course will provide students with an introduction to theoretical insights from the field of Language Socialization and provide opportunities for students to conduct empirical research.

Course catalog description:

This course is a doctoral seminar aimed at developing students' exposure to and engagement with the Language Socialization paradigm. Language Socialization is an interdisciplinary field that draws from linguistic anthropology, interactional sociolinguistics, and social reproduction theory to examine the interrelated processes of language acquisition and socialization. From a language socialization perspective, language learning is a process that entails both gaining proficiency in the grammatical conventions of a particular linguistic code as well as becoming competent in the social norms for communicating with others in a particular cultural context. The course will explore this central claim and others, and will provide students with opportunities to analyze original data and write a theoretical paper examining key concepts in the field.

ASSIGNMENTS

Students are expected to read all assignments and fully engage in class discussions—these are ongoing components of the course.¹ Attendance at every session is mandatory; absences must be discussed with the professor and more than one absence will affect a students' grade. In addition, course assignments include:

¹ The scheduled readings and in-class discussion topics are subject to change as the course progresses.

1. Student-led seminar discussion: Students will lead one seminar discussion during the semester. A sign up sheet will be distributed during the first class meeting.
2. Data analysis paper and presentation: Students will conduct ethnographic observation and write field notes; they will also record, transcribe, and analyze a brief segment of an interview. They will write a midterm paper (10 pages, maximum) analyzing this data from a language socialization perspective and they will present this data during a class meeting.
3. Final paper: Students will write a final paper in a key theoretical concept and/or methodological tenet of the language socialization field (20 pages, maximum).

GRADING POLICY

Quotes & Questions	10
Data paper	25
Data presentation	25
Final paper	40

ACADEMIC INTEGRITY POLICY

Academic Integrity:

I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (<http://academicintegrity.rutgers.edu/integrity.shtml#I>).

Policy on Academic Integrity:

Please refer to the Policy on Academic Integrity for Undergraduate and Graduate Students at <http://academicintegrity.rutgers.edu>. I will follow the policy strictly.

ACADEMIC HONESTY

The University Code of Student Conduct can be accessed at:
<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

For information on the academic integrity policy, please go to:

<http://academicintegrity.rutgers.edu/integrity.shtml#I>

A multimedia presentation on plagiarism can be found at:

<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog. For any and all assignments and class activities, including in-class quizzes, take-home quizzes, tests, papers, field projects, PowerPoints, and any other class related work, no copying of any kind is allowed, unless copied text is placed within quotations and author/source is appropriately cited. Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.

Care, respect and integrity in written and classroom exchanges:

All written work, including postings on Sakai, should be proofread for clarity, spelling, grammatical errors and the like. Outside sources should be referenced appropriately (*APA style is required*). Please use language that is appropriate for the classroom setting and maintain a professional tone in both your Sakai postings and classroom discussions.

Please do your own work and cite your sources. For more details, go to:

<http://academicintegrity.rutgers.edu/integrity.shtml#I>

COURSE OUTLINE

Week	Readings
<i>Part One – Foundations</i>	
One 9/1/11 <i>No Class 9/8/11</i>	Introduction
Two 9/15/11	Defining the field Ochs, E. & Schieffelin, B. (1994). Language acquisition and socialization: Three developmental stories and their implications. Reprinted in B. Blount. (ed.), <i>Language, culture, and society: A book of readings</i> (pp. 470-512). Prospect Height, IL: Waveland Press. Garrett, P. & Baquedano-López, P. (2002). Language socialization: Reproduction and continuity, transformation and change. <i>Annual Review of Anthropology</i> , 31, 339-361.
Three 9/22/11	Key terms Garfinkel, H. (1967). Studies of the routine grounds of everyday activities. In <i>Studies in ethnomethodology</i> (pp. 35-75). Malden, MA: Polity Press. Hymes, D. (2001). On communicative competence. In Duranti, A. (Ed.), <i>Linguistic anthropology: A reader</i> . Massachusetts: Blackwell

	<p>Publishing Ltd. pp. 53-74. (Reprinted from <i>Sociolinguistics: Selected Readings</i>, pp. 269-293, by J. Pride and J. Holmes, Eds., 1986, Harmondsworth: Penguin Books).</p>
<p>Four 9/29/11 <i>Start time: 4:30pm</i></p>	<p>Data collection</p> <p>Duranti, A. (1997). Ethnographic Methods. In <i>Linguistic Anthropology</i> (pp. 84-120). Cambridge, UK: Cambridge University Press.</p> <p>Garrett, P. (2007). Researching Language Socialization. In Kendall A. King & Nancy H. Hornberger (Eds.) <i>Encyclopedia of Language and Education</i>, 2nd Edition. Volume 10: Language Socialization. (pp. 189-202). Springer/Kluwer Academic Publishers.</p>
<p>Five 10/6/11</p>	<p>Data analysis</p> <p>Ochs, E. (1979). Transcription as Theory. In E. Ochs & B. Schieffelin (Eds.). <i>Developmental pragmatics</i> (pp. 43-72). New York, NY: Academic Press.</p> <p>Schegloff, E. (2007). Introduction and Summary and Applications. In <i>Sequence organization in interaction: A primer in Conversation Analysis, Volume 1</i> (pp. 1-7 and 251-264). Cambridge, UK: Cambridge University Press.</p>
<p>Six 10/13/11</p>	<p>Language and culture in everyday practice</p> <p>Keating, E. & Egbert, M. (2006). Conversation as a cultural activity. In A. Duranti (ed.), <i>A companion to linguistic anthropology</i>. Malden, MA: Blackwell Publishing.</p> <p>Ochs, E. (2002). Becoming a speaker of culture. In C. Kramsch (Ed.), <i>Language acquisition and socialization: Ecological perspectives</i> (pp. 99-120). London: Continuum.</p>
<p><i>Part Two – Sites & Speech Acts</i></p>	
<p>Seven 10/20/11</p>	<p>Community</p> <p>Zentella, A.C. (2001). <i>The community: el bloque</i>. In <i>Growing up bilingual</i> (pp. 17-40). Malden, MA: Blackwell Publishers, Inc.</p> <p>Urcioli (1996) Racialization and Language. In <i>Exposing prejudice: Puerto Rican experiences of language, race, and class</i> (pp. 15-40). Boulder, CO: Westview Pres, Inc.</p>
<p>Eight 10/27/11</p>	<p>School & work</p> <p>Baquedano-López, P., Solís, J. & Kattan, S. (2005). Adaptation: The language of classroom learning. <i>Linguistics and Education</i>, 16(1), 1-26.</p>

	<p>Jacobs-Huey, L. (2007). Learning through the breach: Language socialization among African American cosmetologists. <i>Ethnography</i>, 8(2), 171-203.</p>
<p>Nine 11/3/11</p>	<p>Home & school</p> <p>Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and at school. <i>Language in Society</i>, 11(2), 49–76.</p> <p>Ochs, E. & Taylor, C. (1996). The ‘father knows best’ dynamic in dinnertime routines. In K. Hall (Ed.). <i>Gender articulated: Language and the socially constructed self</i> (pp.97-121). ed. by K. Hall. New York, NY: Routledge.</p>
<p>Ten 11/10/11</p>	<p>Directives and Teasing</p> <p>Bhimji, F. (2005) Language socialization with directives in two Mexican immigrant families in south central Los Angeles. In A. C. Zentella (ed.), <i>Building on Strength: Language and Literacy in Latino Families and Communities</i> (pp. 60–76). New York: Teachers College.</p> <p>Eisenberg, A. (1986) Teasing: Verbal play in two Mexicano homes. In B. B. Schieffelin and E. Ochs (eds.), <i>Language Socialization Across Cultures</i> (182–98). Cambridge: Cambridge University Press.</p>
<p>Eleven 11/17/11</p>	<p>Moralizing</p> <p>Lo, A. (2004). Evidentiality and morality in a Korean heritage language school. <i>Pragmatics</i>, 14(2/3), 235-256.</p> <p>Fader, A. (2008). Reading Jewish signs: The socialization of multilingual literacies among Hasidic women and girls in Brooklyn, NY. <i>Text & Talk</i>, 28(5), 621–641.</p>
<p>Twelve 11/22/11</p>	<p>Translating</p> <p>Orellana, M.F., Reynolds, J., Dorner, L. & Meza, M. (2003). In other words: Translating or "para-phrasing" as a family literacy practice in immigrant households. <i>Reading Research Quarterly</i>, 38 (1), 12-34.</p> <p>Rampton, B. (2009). Interaction ritual and not just artful performance in crossing and stylization. <i>Language in Society</i>, 38(2), 149-176.</p>
<p><i>Part Three- Policy & Practice</i></p>	
<p>Thirteen 12/1/11</p>	<p>Language policy</p>

	<p>Baquedano-López, P. (2004). Traversing the center: The politics of language use in a Catholic religious education program for immigrant Mexican children. <i>Anthropology and Education Quarterly</i>, 35(2), 212-232.</p> <p>Luykx, A. (2005). Children as socializing agents: Family language policy in situations of language shift. In J. Cohen, K. Rolstad, & J. MacSwan (Eds.). <i>ISB4: Proceedings of the 4th International Symposium on Bilingualism</i> (pp. 1407-1414). Somerville, MA: Cascadilla Press.</p>
<p>Fourteen 12/8/11</p>	<p>Immigration and education</p> <p>García Sánchez, I.M. (2010). The Politics of Arabic Language Education: Moroccan Immigrant Children's Socialization into Ethnic and Religious Identities. <i>Linguistics and Education</i>, 21(3), 171-196.</p> <p>Mangual Figueroa, A. (2011). Citizenship and education in the homework completion routine. <i>Anthropology and Education Quarterly</i>, 42(3), pp. 263-280.</p>
<p>Fifteen 12/15/11</p>	<p>Rethinking language socialization</p> <p>Bronson, M.C. and Watson-Gegeo, K.A. (2008). The Critical Moment: Language Socialization and the (Re)visioning of First and Second Language Learning. In N. Hornberger & P. Duff (Eds.). (2008). <i>Encyclopedia of Language and Education</i>, 2nd Edition. Volume 8: Language Socialization (pp.43-56). Springer/Kluwer Academic Publishers.</p> <p>Ochs, E. & Schieffelin, B. (2008). Language Socialization: An Historical Overview. In P.A. Duff & N.H. Hornberger (Eds.), <i>Encyclopedia of Language Education</i>, 2nd Edition, Volume 8, Language Socialization (pp. 3-15). New York: Springer.</p>