EDUC 313 Language, power and education
FALL 2024

Class Meeting Information

Course meeting times: Mondays and Wednesdays, 1:30 to 2:45 PM
Class Location: McCook Room 307

Instructor Information

Instructor: Dr. Teresa Speciale (she/her)   **Email:** teresa.speciale@trincoll.edu

Office location: McCook Room 302

Office hours: Mondays and Wednesdays 11:30 to 12:45 (or by appointment)

To schedule a meeting with Prof. Speciale: Sign up for a time slot at https://calendly.com/profspeciale

If you can't come during any of the available times, email me and we will find another time to connect.

Course Description This course explores the complexities of language use and policy in formal schooling and interrogates the role of education as a site of both linguistic oppression and assimilation as well as linguistic revitalization and diversity. Drawing on research, theory, and practice from a variety of disciplines, such as anthropology, sociolinguistics, language policy and planning, and applied linguistics, we will explore issues such as language ideologies, language and identity, raciolinguistics, and educational language policies (e.g. bilingual education policies). We will also examine specific cases at the global, regional, country, and district level to better understand how micro level language use, ideologies, and policies are linked to larger macro structures such as white supremacy, capitalism, and coloniality.

Learning Objectives

Over the course of the semester, you will be able to:
- Identity and analyze historical and contemporary policies and power dynamics surrounding language and education
- Describe and critically evaluate an existing language and education policy
- Refine and justify language and education policy positions
- Enhance your qualitative research skills through interview experiences

Course Materials

All course materials will be posted on the course Moodle site. Read/listen/watch and reflect on all the assigned materials before class on the date they are listed on the syllabus. Come to class prepared to discuss the materials. Reading loads and difficulties will vary. I encourage you plan ahead and schedule your time accordingly. The syllabus may be subject to change.

Land Acknowledgement

We honor this place Suckiaug, Black Earth; where we now stand in the valley of Qwannituckwa and we give thanks to the people who have inhabited, paddled, planted and raised families in this space for over 10,000 years Pequonock, Wangunk, Podunk, Tunxis, Wappinger, Nehantic, Nipmuck, Maheekanew and all those derecognized by the occupiers, as well as our relatives the Pequots, Mohegans, Paugussett, Schaghticoke who signed treaties with them. Further we acknowledge the Narragansett, Wampanoag, Montauk, Shinnecock, Lenape our extended family whose territories are interconnected to us beyond the colonial boundaries by this great river Qwannitucka and the ancient currents of fresh and salt water that have forged an unbreakable bond of language, culture and blood that still connects us today. The land is still here, the waters are still here,

the corn fields are still here and We are still here, NOW and Now is the time...to honor our relationship and responsibility to each other in a good way going forward.

- Written by Lee Mixashawn Rozie (Trinity '12), who is Maheekanew, Mohawk, and Cherokee.

Course Evaluation

While we will have readings, podcasts, videos, and other materials to engage with before each class, there are also a number of more formal assignments due throughout our time together. For each assignment, please see the appropriate explanation and rubric in Moodle for a breakdown of expectations.

Assignment	Points
Attendance and Participation	20
Moodle Reflections (4 posts, 5 points each)	20
Contemporary Issue Discussion Facilitation	20

Interview Project
• CITI ethics training (1 point)
• Interview Audio Recording (1 point)
• Reflection Memo (3 points)
• Interpreting interviews essay (15 points total)
   - Draft (5 points)
   - Final (10 points)
	20

Language Policy Project
• Project proposal (2 points)
• Presentation (3 points)
• Paper (15 points total)
   - Draft (5 points)
   - Final (10 points)
	20

1) Attendance and Participation (20 points total)

> *As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence.*
> – bell hooks, Teaching to Transgress (1994), p. 8.

Attendance
Your attendance is expected at all class sessions, as the success of this course depends on your presence and active participation. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. You are also expected to arrive on time and stay in-class until it is over. Coming to class late and/or leaving early causes interruptions in your learning *and* within our class community.

However, I know that life is unpredictable and that we are all balancing many things in our lives. So there is an inherent tension between the unpredictability of our lives and the importance of engagement in class meetings. To address this tension, you are permitted **two** absences over the course of the semester, which will not negatively affect your grade. I ask that if you are going to miss class, please let me know so I can plan

appropriately. You do not have to give a reason as to why you are missing, just let me know. Please realize, however, that contacting me does not mean your absence is excused; it will still count as one of your two allowed absences. Every two late arrivals, early departures, and/or instances of leaving class will count as an absence.

The expectation is that if you do not attend class, you will still complete all required assignments within the required timeframe. Emergencies (e.g., continued illness, family, or personal issues) that impact your attendance beyond the permitted two absences will be dealt with on a case-by-case basis at my discretion. When absences are not due to an emergency, such as religious observances, it is your responsibility to notify me at least two weeks before the missed class. More than two absences will result in the lowering of your attendance and participation grade. My hope is that this will not be an issue and that we will all be able to attend each class session.

Participation
Your participation is key to both your learning *and* that of your classmates. In-class discussions and activities are foundational to the format of the course. I recognize that students have different communication styles and levels of comfort for sharing in class. You will have the opportunity to participate in both whole-group settings and small group discussions, through sharing thoughts that come to mind during class and responses to course material that you have prepared before class. I expect everyone will participate in class in some way, and your attendance and participation grade will be lowered if you do not do so regularly.

Effective participation means more than just being physically present. You are expected to be active readers and analysts, regular participants in the classroom, and good colleagues. Here are the participatory behaviors that are encouraged:
- Read/listen/watch and reflect on all materials before class, and complete any pre- or post-class activities.
- Bring what you need to learn and engage with you to class (e.g., your notes, laptop, etc.).
- Make thoughtful and analytic contributions in class(both orally and in writing). This includes sharing your own thoughts, posing relevant questions, listening and responding to others, and being an active participant in small group discussions.
- Make space for others to share their perspectives and opinions in discussions.
- Listen attentively and respectfully. If you disagree with something someone has said, do so graciously, respectfully, and with evidence to support your counterargument.
- Be open to learning from others' experiences, perspectives, and interpretations – particularly if these experiences are different from your own.

I discourage you from engaging in the following behaviors and doing so could negatively impact your grade:
- Not listening or pretending to be listening while distracted by your device(s)
- Speaking over others or not taking turns to listen and speak
- Making fun of or otherwise berating something said by another person

Finally, I ask that we all participate in class with a spirit of generosity. I invite you to assume the best from others in class when your opinions differ. Moments of resistance are often when we learn the most (about ourselves, others, and the course content).

You will self-evaluate your participation at mid-semester and at the end of the semester to reflect on your strengths and areas for growth. I will take your self-evaluations into account when determining your grade, and I will discuss with you individually if my assessment differs from your own.

2)   Moodle Reflections (4 posts, 5 points each): 20 points total

You will post 4 reflections to Moodle according to the dates in the syllabus. The reflections should be between 400 – 500 words. You will also respond <u>thoughtfully</u> to one of your classmates' posts (between 200-300 words). Reflection prompts will be provided in class.

3) Contemporary Issues Discussion Facilitation (20 points)

Over the course of the semester, you will have the chance to extend what we have learned in class to our contemporary context. During the third week of class, each student will be assigned to a small group. At specified times during the semester, groups will meet during the last 25 minutes of class during which one student will lead a discussion about a contemporary event that exemplifies the concepts and themes discussed in this course. Facilitators will then post a summary of the group discussion and their reflections about the experience. More information will be provided in class.

4) Interview Project 20%
This project gives you the opportunity to work with a partner and interview an elementary school teacher about their practices and ideas about language and education. This project is broken into the following parts:

- CITI Ethics Training (1 point)
- Interview Audio Recording (1 point)
- Interview Reflection Memo (3 points)
- Interpreting Interviews Essay (15 points total – draft is 5 points, final is 10 points)

4) Language Policy Analysis Project (20 points total)
This project gives you the opportunity to work in groups of 2- 3 and analyze a language policy that is interesting and/or relevant to you. This project is broken into three parts:
- Proposal (2 points)
- Presentation (3 points)
- Final paper (15 points total – draft is 5 points, final is 10 points)
More information about the project will be provided in class.

Submitting Assignments
Unless I tell you otherwise, all assignments should be submitted to Moodle. Late assignments will be penalized with a 10% deduction for every 1 to 24-hour period beyond the deadline. Exceptions will be granted on a case by case basis at my discretion.

If I recommend that you revise and resubmit an assignment, you will meet me to self-assess errors and review grading comments. We will discuss and determine a resubmission deadline for up to 90% of the assignment point value.

Grading Policies
For each assignment that you submit, I provide a list of expectations for the assignment, in the form of a rubric. My hope is that you can follow the rubric to get all the points possible. I will also give substantive written feedback, especially on longer written assignments. My hope is that this written feedback can push you to think about your ideas as you continue to move forward in this course.

If you are concerned about a grade on an assignment, schedule an appointment to talk with me. I am more than willing to discuss your work in an effort to improve future assignments. But unless I made an error, I do not change grades. If you believe I have made an error in grading an assignment, you can schedule a meeting with me and write up a statement about how I miscalculated and/or made a mistake when evaluating the assignment.

Grading Scale

Your final course grade will be calculated by dividing the total points earned by the total points possible. The grading scale is as follows:

Letter Grade	Grade on 4.0 Scale	Total Points
A+	4.333	97-100
A	4.0	93-96
A-	3.667	90-92
B+	3.333	87-89
B	3.0	83-86
B-	2.667	80-82
C+	2.333	77-79
C	2.0	73-76
C-	1.667	70-72
D+	1.333	67-69
D	1.0	63-66
D-	0.667	60-62
F	0.0	59 or below

Course Policies

Accessibility

Trinity college is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. Like many things, the need for disability accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class are urged to contact the Student Accessibility Resource Center, as soon as possible, to explore what arrangements need to be made to assure access.

If you have approval for academic accommodations, please notify me by the end of week two of classes. For those students with accommodations approved after the start of the semester, a minimum of 10 days notice is required. Please be sure to meet with me privately to discuss implementation. Student Accessibility Resources can be reached by emailing SARC@trincoll.edu.

Accommodations for Students in Isolation or Quarantine (subject to change)

If a significant percentage of the class (or I) must isolate or quarantine, I will distribute a Zoom meeting link and open the room associated with that link to hold class virtually. You must notify me via email as soon as possible (preferably 24 hours before class) if you have tested positive and need accommodations/alternatives.

Face Mask Requirement
Masks are optional in our classroom. Trinity remains a mask-friendly campus, and the community will respect any person's decision to wear a mask. Given the ongoing nature of the pandemic the ask policy is subject to change given guidance from the college, CDC, WHO, and federal government.

Communication
All course-related email should be sent through official Trinity College email addresses. Please check your Trinity email daily throughout the course.

Our class email norms include:
- **If you email me,** I will respond within 48 hours (excluding weekends). Most of the time, I can respond sooner, but please do not expect an instant reply.
- **If you receive an individual email from me,** I ask that you please respond within 48 hours (excluding weekends) with your best and most thorough response. I often send individual emails to check in on students, ask for clarification, or send reminders about missing assignments. It is important you respond to these individual emails so that I can know you are okay and that you are staying on track in the class.
- **If you are having difficulty with the course,** please reach out to me right away! I do not see having difficulty with this class as meaning anything about how bad/good of a student you are. While I know it can be hard to ask for help, it is hard for me to know if you are stuck unless you tell me. I will work to support you, and develop a plan with you to help you complete requirements.

Intellectual Honesty
According to Trinity College policy, "intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw" ([Trinity College Student Handbook](#), p. 13). While we often draw upon the work of others, it is essential that any work presented as your own is indeed your own, no matter how big or small the assignment. Ideas and/or words that are not yours should always be appropriately cited. Intellectual dishonesty and plagiarism in any form will not be tolerated in this class. Instances of academic dishonesty or plagiarism may result in assignment failure, course failure, referral to the Honor Council, and/or other consequences.

While most educational research publications use the APA citation style, you may use any citation style (e.g. APA, Chicago, MLA) you choose, as long as you do so consistently. Please refer to the [Purdue OWL website](#) for tips on how to avoid plagiarism and for information on how to cite others' work appropriately. If you still have questions, please reach out to me.

Unless explicitly stated in the assignment and/or we make arrangements together, you are expected to complete all course assignments. In other words, you are expected to develop original work for this course. Y*ou may not submit course work you completed for another course to satisfy the requirements for this course.* Please contact me if you are unsure about the appropriateness of your coursework. If you are feeling overwhelmed by deadlines, please reach out to me as early as possible so we can figure out a solution.

Name and Gender Identity Policy
All people have the right to be addressed and referred to in accordance with their personal identity. Many people do not identify with the name on their birth certificate, school ID, or other forms of identification. In this class, I will include the opportunity for students to indicate the name and the pronouns they use. If you

would like to know more about using a chosen name and/or adding your pronouns to your campus records, information is available through the Queer Resource Center. Their Frequently Asked Questions document is particularly helpful. I will do my best to respect students by using the correct name and pronouns for them. Please advise me at any point if you need to update your name and/or pronouns in my records.

Use of Electronics
Please bring a laptop or similar device to class only for the purposes of accessing electronic copies of course readings, taking notes, and participating in activities. Please refrain from using your laptop or phone for non-class-related purposes. Linked to participation points.

Use of Generative A.I.
It is important we are mindful of when generative artificial intelligence (AI) tools (such as ChatGPT) support our learning and when they get in the way of it. Many of the assignments in this course ask you to (1) share your own analytic thinking, creative ideas, and perspectives; (2) apply concepts to specific contexts; and/or (3) generate insights based on your embodied experiences in schools and other educational spaces. While AI tools can be very helpful for some tasks, they are well known for generating ideas and texts that are decontextualized, inaccurate or completely made up, and/or shaped by harmful biases within their algorithms and data sources. AI tools also raise ethical questions about unpaid labor, energy usage, and safety for humanity.

Further, using AI tools will not replace your own learning. It is essential for you to learn to do the tasks that AI might do (e.g, summarizing the main arguments of readings, synthesizing ideas, and strengthening your writing). Learning these skills will make you a better reader, writer, thinker, and community member.

Given these limitations, your use of generative AI tools is restricted in this class. You are allowed to use generative AI tools to (1) check your grammar and spelling and (2) examine the ways in which these kinds of tools may inform our exploration of the topics of the class. However, any use of generative AI tools without citation or attributions constitutes plagiarism and will be treated as such. This means that submitting AI writing as your own writing in this course is not allowed. As explained in more detail above (see Intellectual Honesty section), doing so violates Trinity College's academic policies.

Use of Media Derived from the Class
Given that our class is a learning community, it is important that we cultivate an "atmosphere of mutual trust and respect in which scholarly work and learning thrive" (Student Integrity Contract). In practice, this means:
1. All course materials presented to students are copyrighted property.
2. You are not permitted to record (audio or video) our class sessions without receiving written permission from the instructor.
    1. The only exception to this policy is when a student receives an ADA-approved accommodation from the Student Accessibility Resource Center (SARC) that includes permission to record class sessions. In these instances, students are expected to follow the processes and policies outlined on p. 23 of the Trinity College Student Handbook.
3. As your instructor, I will inform you if/when I make a recording during our class and will only do so in ways that are compliant with FERPA.
4. You may not post any class recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the instructor, and (if applicable) any students whose voice or image is included in the recordings.
5. Anyone violating the conditions described above may face disciplinary sanctions.

Writing Center

We are all developing as writers and thinkers (myself included), and we all improve through receiving feedback. For assistance and feedback on your writing, at any stage, consider scheduling an appointment at (or walking into) the Writing Center located at 115 Vernon (the English Department Building) in Room 109.

Library & Information Technology Services

Library

Our librarians are amazing and eager to help you identify sources for research projects or other assignments. Visit their Research Help website for information on how to make an appointment with a librarian, get support from the Peer Research Center, access research guides, and more.

Student Technology Assistants

The Student Technology Assistants (STA) work to provide in-person and remote assistance with instructional technology tools and services, including Moodle, presentation tools, video/audio production, and more.

SensusAccess File Converter

If you wish, you may convert course readings in PDF form into alternative formats, including audio files. In doing so, you can listen to the reading while following along with the written text. Visit the LITS Accessibility Tools website for more information.

Title IX Resources and Mandated Reporting

As a faculty member, I am considered a "Responsible Employee." This means that if you disclose certain things to me – including instances of sex discrimination; sexual assault, harassment, other sexual misconduct; intimate partner violence; or stalking – I am required to share this information with Trinity's Title IX Coordinator or Deputy Coordinator. See Trinity's Title IX website for additional information.

If you need to talk to someone who will maintain confidentiality, you can reach out to "Privileged Employees" at Counseling and Wellness Center and/or the Office of Spiritual and Religious Life. Professional staff in other offices on campus are "Confidential Employees," meaning they are required to report general information about alleged incidents but will not disclose identifiable information (such as your name) unless there is imminent harm to the campus or person(s) disclosing. Confidential Employees include professional staff at the Women & Gender Resource Action Center (WGRAC), the Queer Resource Center (QRC), and the Health Center.

Financial Support

In addition to other sources of financial support on campus and elsewhere, you may want to consider applying to the Student Emergency and Equity Fund. This funding is for significant, unforeseen, unavoidable emergencies, and unexpected expenses.

Mental Health

Many of us face issues with our mental health over the course of our lives, including me. Sometimes, being a student can create or exacerbate these issues. In addition, it is common to experience additional anxiety due to the ongoing pandemics, as well as other local/national/global events.

If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with the Counseling and Wellness Center. All services offered by the center are free, and all contact with members of the staff is privileged and confidential as provided by law.

Learning During the Ongoing Pandemics
We are still navigating numerous uncertainties and challenges amid the Covid-19 pandemic and the ongoing "health care, economic, climate, and educational disparities" (Ladson-Billings, 2021, p. 68) that shape our current global communities. My goal is to support you in doing the best work you can in light of these uncertainties and challenges. I encourage you to prioritize your health and wellness, which are *far* more important than the grades you get in this class or any class. If you are finding it difficult to balance your health and wellness with your work in this class, please let me know. It's okay to ask for help.

I ask that you be patient with me if the challenges to the semester force me to make last minute changes. I will do my best to communicate any changes clearly and with as much notice as possible.

Finally, please be patient with your peers as we all navigate this semester together.

<div align="center">Course Schedule</div>

Date	Agenda	Materials	Assignments
Welcome and introduction			
Wed, Sep. 4	Welcome and introduction	**In class:** • Introduction to the course and syllabus	
Unit 1: Theoretical and historical groundings			
Mon, Sep. 9	Mapping ourselves	**Watch:** • Lyiscott, J. (2014). *3 ways to speak English.* TEDSalon. https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en • Tall Paul. (nd). *Prayers in a song.* The Ways. https://theways.org/story/prayers-in-a-song.html **Read:** • Anzaldúa, G. (1987). How to tame a wild tongue. In *Borderlands/La Frontera* (pp. 53-64). Aunt Lute Books.	Moodle reflection 1 due **Tues, Sep. 10 by 9:00 pm**
Wed, Sep. 11	The linguistic facts of life	**Read:** • Park-Johnson, S. K. & Shin, S. J. (2020). The components of language. In *Linguistics for language teachers: Lessons for classroom practice* (pp. 1-11). Routledge. • Lippi-Green, R. (2012). The linguistic facts of life. In *English with an accent: Language, ideology, and discrimination in the United States* (pp. 5-25). Routledge.	

Mon, Sep. 16	Language and settler colonialism	**Read:** • Iyengar, M. M. (2014). Not mere abstractions: Language policies and language ideologies in U.S. settler colonialism. *Decolonization: Indigeneity, education & society 3*(2), 33-59.	Discussion facilitation groups assigned in class CITI Certification Completed and Uploaded by **Wed 9/18 by 9:00 PM**
Wed, Sep. 18	Colonialism, missionaries, and language	**Watch:** • Al Jazeera English (2019, Dec. 9). How does colonialism shape the world we live in? (25 minutes) https://www.aljazeera.com/program/the-stream/2019/12/9/how-does-colonialism-shape-the-world-we-live-in **Read:** • Pennycook, A. & Makoni, S. (2005). The modern mission: The language effects of Christianity. *Journal of Language, Identity & Education, 4*(2), 137-155.	Moodle reflection 2 due **Sun, Sep. 22 by 9:00 pm**
Mon, Sep. 23	Forced assimilation, language, and education	**Watch <u>one</u> of the following:** ***Our Spirits Don't Speak English*** (2008). 1hour 20 mins *<u>*Content note: This film discusses multiple forms of abuse</u>* This is a documentary film that examines the educational system that was designed to destroy Indian culture and tribal unity. The film provides a candid look at the Indian Boarding School system starting in 1879 through the 1960s combining personal interviews with historical background. The philosophy of the Indian boarding school system was based on the concept of "kill the Indian and save the man," as stated by Captain Richard henry Pratt who was the founder of the Carlisle Indian School. The film combines a number of powerful personal interviews, including Andrew 'Windy Boy', along with historical narration to reflect the harrowing, and often untold, experience of so many. OR ***Rabbit Proof Fence*** (2002). 1hour 30 mins Molly, Daisy, and Gracie are aboriginal children from Western Australia. In 1931, they are taken	Moodle reflection 3 due **Tues, Sep. 24 by 9:00**

		from their parents under government edict and sent to an institution where they are taught to re-invent themselves as members of "white" Australia. Molly plans a daring escape, and the three girls begin an epic journey back to their families, travelling 1,500 miles on foot with no food or water.	
Wed, Sep. 25	English as a global language	**Watch:** • Everything English Language Teaching (2020). *Kachru's Circles*. (5min 45sec) • Al Jazeera (2010). *Riz Khan – Linguistic imperialism?* (22mins) **Read:** • Bamgbose, A. (2020). <u>A recurring decimal: English in language policy and planning</u>. In C. L. Nelson, Z. G. Proshina & D. R. Davis (Eds.). *The Handbook of World Englishes, 2ⁿᵈ Edition*, pp. 659-673. John Wiley & Sons, Inc.	
Mon, Sep. 30	Decolonization, language, and education	**Watch:** • CCCB (2019, Sep. 10). *Ngugi wa Thiong'o: "Europe and the West must also be decolonized".* (14 minutes). **Read:** • García, O. (2019). Decolonizing foreign, second, heritage, and first languages. In D. Macedo (Ed.). *Decolonizing Foreign Language Education*, pp. 152-168. Routledge. • Tuck, E. & K. W. Yang (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society, 1*(1), 1-40).	Moodle reflection 4 due **Tues, Oct. 1 by 9:00 pm**
Wed, Oct. 2	Language revitalization	**Read:** • Leonard, W. Y. (2023). Refusing "endangered languages" narratives. *Daedalus, 152*(3), 69-83. **Watch:** • The Economist (2018). <u>Why do languages die?</u> (3 mins 26 sec) • OiwiTV (2018<u>). 'Āha'i 'Ōlelo Ola: 'Ōlelo Hawai'i: A Brief History</u> (10 mins) • The Ways (2019). *Living Language: Menominee Language Revitalization.* (5 mins) • Vice News (2019). <u>The Fight to Save the Dying Languages of Alaska</u> (6 mins 41 sec)	

		• *As Nutayunean: We still live here* (2011). 56 mins.	
Unit 2: Language policies and program models			
Mon, Oct. 7	What is language policy?	**Read:** • Spolsky, B. (2016). Language policy in education: Practices, ideology, and management. (pp. 1-14) • Cassels Johnson, D. (2018). Research methods in language policy and planning. In *The Oxford Handbook of Language Policy and Planning*, pp. 51-79.	Discussion facilitation 1 questions posted **today by 9:00 am**
Wed, Oct. 9	Language learning program models	**Watch:** • *Speaking in tongues: 4 kids, 4 languages, 1 city, 1 world.* (2010). 56 mins • Results for Development (2016). Early learning toolkit: Mother tongue instruction (4 mins) https://www.youtube.com/watch?v=gVLb9WuQwmk **Read:** • Colorín Colorado (nd). Program models for English language learners. https://www.colorincolorado.org/article/program-models-teaching-english-language-learners	Discussion Facilitation 1 in class Discussion facilitation 1 reflection due **Fri, Oct. 11 by 9:00 pm**
Mon, Oct. 14	Trinity Day	No class	Discussion facilitation 2 questions posted **today by 9:00 am**
Wed, Oct. 16	Case study: Language policy in the United States	**Watch:** • Colorín Colorado (2016). Lau vs Nichols: A landmark case for ELL education. https://www.youtube.com/watch?v=iYH_Cj9aRUM (2 min 43 sec) • Colorín Colorado (2016). Castañeda v. Pickard: Are ELLs receiving the services they need? https://www.youtube.com/watch?v=YBkBxPMphhg (1min 56 sec) **Read:** • Wright, W. E. (2010). Language and education policy for ELLs. In *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* (pp. 70-76). https://www.colorincolorado.org/article/la	Discussion Facilitation 2 in class Discussion facilitation 2 reflection due **Fri, Oct. 18 by 9:00 pm**

		ndmark-court-rulings-regarding-english-language-learners • Moran, J. D. (2022, Jan. 31). State requirements for bilingual education programs. *Office of Legislative Research Connecticut General Assembly.* https://www.cga.ct.gov/2022/rpt/pdf/2022-R-0001.pdf	
Mon, Oct. 21	Case study: Language policy in Senegal	**Read:** • USAID (2020). Language of instruction country profile: Senegal *Read pp. 3-7* https://pdf.usaid.gov/pdf_docs/PA00X9JW.pdf **Watch:** • Boston University African Studies Center (2017). Case studies in colonialism: Senegal (17 mins) https://youtube.com/watch?v=Uw3cCANUYaQ • Washington Post (2021). How a Senegalese singer is trying to save his native language through music (5 min) https://www.youtube.com/watch?v=0c_wcHA_eb8 • CGTN Africa (2017). Classes given in Wolof help Senegalese pupils understand more(2 mins) https://www.youtube.com/watch?v=UUbN9PTTTY0	Discussion facilitation 3 questions posted **today by 9:00 am** Mid-semester participation self-evaluation Sign up for teacher interviews by next class
Wed, Oct. 23	Teachers as language policymakers	**Watch:** • CUNY NYSIEB (2017). EP 3 –Teaching bilinguals (even if you're not one): Bilingual superpowers (4 min) https://www.youtube.com/watch?v=aP7NILgtVa8 • CUNY NYSIEB (2017). EP 4 – Teaching bilinguals (even if you're not one): Knowing your students (5 min) https://www.youtube.com/watch?v=1llwiSQNemw **Read:** • Valdiviezo, L. A. (2010). "Angles make things difficult": Teachers' interpretations of language policy and Quechua revitalization in Peru. In K. Menken & O. García (Eds.).	Discussion Facilitation 3 Discussion facilitation 3 reflection due **Fri, Oct. 25 by 9:00 pm** Language policy project proposal due **Sun, Oct. 27 by 9:00 pm**

		Negotiating Language Policies in Schools: Educators as Policymakers. (pp. 72-87). Routledge.	
**Unit 3: Qualitative Interviewing and Analysis**
Mon, Oct. 28	Qualitative interviewing methods and techniques	**Read:** • Lareau, A. (2021). How to conduct a good interview. From *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up* (pp. 111-174).	Conduct teacher interviews
Wed, Oct. 30	Navigating Positionality and power	**Read:** • Ndlovu-Gatsheni, S. (2019). Provisional notes on decolonizing research methodology and undoing its dirty history. *Journal of Developing Societies, 35*4), 481-492. • Cormier, G. (2018). The language variable in educational research: An exploration of researcher positionality, translation, and interpretation. *International Journal of Research & Method in Education, 41*(3), 328-341.	Interview audio recording & reflection memo due by **9:00 pm two days after your interview**
Mon, Nov. 4	Analyzing qualitative data part 1	**In class:** • Edit interview transcript	
Wed, Nov. 6	Analyzing qualitative data part 2	**Read:** • Miles, M. B., Huberman, A. M. & Saldaña, J. (2014). Fundamentals of qualitative data analysis. In *Qualitative data analysis: An expanded sourcebook* (3rd ed.).	Draft of interpreting interviews essay due **Sun, Nov. 10 by 9:00 pm**
Mon, Nov. 11	Peer review workshop	**In class:** • Peer review of interpreting interviews essay	Interpreting interviews final essay due **Sun, Nov, 17 by 9:00 pm**
**Unit 4: Intersectional Analyses of Language and Education**
Wed, Nov. 13	Social class and language education	**Read:** • Mitchell, C. (2019). The truth about bilingualism: It's only for some students. *Education Week* • Dorner, L. M., Cervantes-Soon, C. G., Heiman, D. & Palmer, D. (2021). "Now it's all upper-class parents who are checking out schools": Gentrification as coloniality in the enactment of two-way bilingual education policies. *Language Policy, 20*, 323-349.	
Mon, Nov. 18	Race and language	**Read:** • Baldwin, J. (1979, July 29). If Black English isn't a language, then tell me, what is? *The New York Times.* (pp. 1-3).	

		• Rosa, J. & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society, 46*, 621-647.	
Wed, Nov. 20	Gender, sexuality, and language	**Watch:** • Crowley, A. (2021). Language around gender and identity evolves (and always has). (13 mins 30 secs) https://www.youtube.com/watch?v=XguYZXUChhY **Read:** • Lipson, M. (2021, Sep. 1). How language classes are moving past the gender binary. *The New York Times.* https://www.nytimes.com/2021/09/01/crosswords/gender-language-nonbinary.html	Language policy analysis paper draft due **Sun, Nov. 24 by 9:00 pm**
Mon, Nov. 25	Peer review workshop	**In class:** • Peer review of language policy analysis draft paper	Presentation slides due **Sun, Dec. 1 by 9:00 pm**
Wed, Nov. 27	International Day of Mourning	No class	
Mon, Dec. 2	Final presentations		
Wed, Dec. 4	Final presentations		
Mon, Dec. 9	End of semester reflection and celebration		
Fri, Dec. 13	Language policy analysis final paper due by 9:00 pm		