COLLEGE OF EDUCATION AND SOCIAL SERVICES
DEPARTMENT OF EDUCATION

EDTE 056 D1: Language Policy Issues, Race & School
Spring Semester, 2018

Location: Lafayette Hall L403   Time: Tuesdays and Thursdays, 8:30a.m.-9:45a.m.

Instructor:
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Office Hours: Fridays, 2-4p.m. or by appointment

Course Description

This introductory course explores the theories, practices, and policies related to the intersection of race, language policy, and school. "Race and language are mutually constitutive; language is used to construct race, and ideas about race is shaped by language (García & Kleifgen, 2018, p. 15)." In short, how language is used to construct notions about race impact the teaching and learning of English learners in multilingual and multicultural settings. We will begin with fundamental vocabulary in a D1 course and explore the idea of intersectionality and understanding of multiple identities as it relates to you. Later, we will explore the historical and cultural contexts that have shaped current policies for linguistically diverse students. According to Barton and Hamilton (2000), "Literacy practices are culturally constructed, and, like all cultural phenomena, they have their roots in the past. In order to understand why linguistic discrimination should be considered in a race and racism course, it is necessary to examine the ways in which *literacy is historically situated* (p. 13) especially as it pertains to U.S. immigration. We will also consider how literacy and language use often reflect power ideologies and how this larger ideological framework (Crawford, 2000) inform public opinion, as well as the current debates on race, language, and school. As such, we will engage course readings, materials, and discussions to explore the barriers that immigrants, refugees, and undocumented immigrants most of whom are emergent English learners overcome during their transition from migration to U.S. culture, as well as appreciate the benefits of a linguistically diverse society. You will be strongly encouraged to examine and unpack your own biases and assumptions in light of these topics through journaling, small and large group discussions.

This course fulfills the 3-credit D1 (Race & Racism) requirement, and it also fulfills the first course for the Education for Cultural and Linguistic Diversity (ECLD) minor.

Course Learning Objectives

Category 1: General Education Diversity (D1) Competencies & Course Knowledge

I can:
1.1. Develop an awareness of the influence and impact of diversity-related concepts such as intersectionality (i.e., the intersection of multiple dimensions on diverse cultural identities), power and privilege at the individual, group, and systems levels especially as it relates to shaping restrictive language policies throughout US history.
1.2. Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives.

1.3. Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present when exploring issues related to diversity.

1.4. Examine cultural and linguistic racism implicit in US immigration laws and policies, as well as develop an appreciation for the language rights of linguistically and culturally diverse communities.

Category 2: Literacy Skills

I can:

2.1. demonstrate proficiency with reading primary sources

2.2. demonstrate proficiency with identifying and comprehending the elements of a basic educational policy

2.3 articulate opinions in a structured piece of reflection based on evidence from the research literature

Category 3: Effort/Engagement and Responsibility

I can:

3.1. participate meaningfully in our community of learners (to be determined)

3.2. effectively manage my own learning (to be determined)

Required textbooks

Patel, L. (2013). *Youth held at the border: Immigration, education, and the politics of inclusion.*
New York: Teachers College Press. (Purchase in bookstore or borrow through the Bailey Howe Library)

Video

Race: A Power of an Illusion (Episodes 1-3)

Required articles, book chapters, and primary documents on Blackboard

Alexie, Sherman. (2009) The Absolutely True Diary of a Part-Time Indian. Little, Brown Books. Chpt. 1.

Barbian, E., Gonzales, G.C., and Mejía, P. (2017). *Rethinking Bilingual Education: Welcoming Home Languages in our Classrooms.* Rethinking Schools, Ltd. (Excerpts)

Cuauhtin, Zavala, Sleeter, & Au (2019). *Rethinking Ethnic Studies.*

Collins, P. H. and Bilge, S. (2016). *Intersectionality.* Malden, MA: Polity Press. Chapter 1.

Court Case: Lau v. Nichols

Delgado, R. & Stefancic, J. (2017). Looking forward: Intersectionality/Essentialism & Anti-Essentialism/Nationalism vs. Assimilation/Racial Mixture. *Critical race theory: An introduction.* New York, NY: New York University Press.

Delpit, L. (1992). Acquisition of Literate Discourse: Bowing before the Master? *Theory into Practice, 31*(4),

296-302.

Gorski, P.C., and Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education.* Routledge. Excerpts.

Johnson, A. (2005). *Privilege, Power, and Difference.* McGraw Hill Publication. Chpts. 1 & 2.

Purcell-Gates, V. (2002). "As soon as she opened her mouth!": Issues of language, literacy, and power. In L. Delpit & J. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom.* (pp. 121-141) New York: New Press.

Soltero, S. (2011). Critical issues in second language acquisition. *Schoolwide approaches to educating English language learners: Creating culturally and linguistically responsive K-12 schools.* Portsmouth, NH: Heinemann. Chpt. 1.

Wiley, T. G., and Wright, W. E. (2004). Against the undertow: Language-minority education policy and politics in the "age of accountability." *Educational Policy, 18*(1), 142-168.

URLs

Federal and State Educational Policy Websites (www.ed.gov/policy and www.education.vermont.gov/)

A letter to students regarding community norms and practices

Dear Students:
Welcome to ECLD 056! Issues of race and racism is a human endeavor that requires sincere, risk-taking dialogue. Good dialogue depends a great deal on your ability to be open-minded and aware of others' feelings around you. *This includes making sure that everyone uses the preferred pronouns they are comfortable using, and fostering respect for how we identify ourselves in class.* This course is designed to be highly interactive and will be based on new knowledge that we all create rather than on lecture or instructor recitation (Refer to Paulo Freire's *The Banking Method of Teaching*). Your active participation is critical and therefore you must come prepared each week to talk about the readings. This includes probing questions, exhibiting collegiality, considering different perspectives, and engaging in all those behaviors that will foster a positive experience in the classroom. All of the readings are due on Tuesdays and more focused small, large, and online group discussions will occur on Thursdays.

A special note on attendance. You are an independent young adult free to make choices. As you have signed up to take this course (regardless of whether it is required or not) you enter into an agreement to show up to class and to complete the work so you may receive a final grade. It is difficult to fail in this class; in fact, as long as you meet all of the requirements you will do extremely well. However, the learning will be up to you and as instructors of this course we will be intent on supporting your learning based on your interests. Since the class is hybrid, the days that you are required to meet face-to-face will be even more important. We understand that you are juggling multiple school and family obligations. So, please note that it is your prerogative to choose not to come to class because of an emergency, and you will be responsible to notify us (the instructors), as well as catch up with the work that was

due that day. But many of the interactive exchanges that happen in class cannot be reconstructed, so just be aware that some things just cannot be made up, and that's something you will need to be aware of. As for unexcused absences and/or late assignments, these will result in missed points that may ultimately affect your final grade for this course. The policy for late work is as follows: 1 day late means 1 point off the final grade of the assignment, and after 5 days the number will increase to 5 points off. It is still always a good idea to submit something rather than accept a "0" grade. Regardless of the late policy, we don't want to see you fail. These policies are set up for creating guidelines and expectations.

When we talk about "things that cannot be made up" when you are absent, those refer to such in-class writing reflections such as the "Exit Card." This formative activity is important as it informs us (your instructors) how you are doing, what you are thinking about, and how to support your learning. We only do exit cards in class.

Exit Cards:
- Describe 1 new thing you learned based on the readings/presenters, and/or class discussions?
- What questions have emerged for you as a result of the readings/presenters, and/or discussions? What are you curious about?
- Is there anything that you would like to share with us at this time about your learning, group, or course?

Lastly, we want to emphasize that in this course when it comes to expectations we are separating out *learning* from *effort*. Learning relates to Categories 1 & 2 expectations on page 2 of your syllabus. Effort is a concept that we will unpack more during the first week. During week 1, we will co-construct a succinct list of expectations that fall under Category 3: Effort/Engagement and Responsibility. As a member of this community you will help to develop class expectations regarding student effort, engagement, and responsibility with these elements making up 20% (Effort and Participation – See below under "Final Grade Breakdown) of your final course grade.

Finally, I realize this letter is lengthy and, perhaps, may be overdone for some. But I am the kind of learner who feels at home with writing, and it helps me as instructor to put into writing what is sometimes difficult to remember to say in person. Therefore, as I see the syllabus as a live contract with students that is always in progress, I strive to articulate the expectations of this course so that there is little misunderstanding about what is expected in the class. If you perceive a lack of clarity in any of the instructions or course materials, I am more than happy to work out areas of confusion along the way in class or during office hours on Friday afternoons or by appointment. Again, welcome to ECLD 056 and the teaching team wishes you a successful spring semester!

With hope for a good semester!
Cynthia, Sefakor, and Moriah

Course Requirements

All assignments can be found on our Blackboard course listed on the menu or in the learning modules for each week. Required software for this class is Adobe Reader 10 Plus.

Assignments	Final Grade Percentage Breakdown
Lifegraph Journal	
Midterm	
Final Book Quiz	
Equity Audit (Backpack project)	
What's in my Equity Backpack?	
Effort	
Attendance	
Yellow Dig Discussion Board	
Total	

Lifegraph Journal Assignment

Assignment Description

Starting Week 4, you will be writing up to ¾ or page-long single space "lifegraph" journal entry that you will submit to Blackboard. There is a total of **6** journal entries, which includes the final reflection. I include the due dates on page 2. The lifegraph is literally a graph (similar to a math graph) that you will use to document your responses toward the readings in this course (See Figure 1).

Criteria for the assignment: 1) Plot the number, 2) Write your piece, 3) Save your piece, and name your file with a title for your subject heading and add your last name (Ex. *Being a shy Filipina is no easy thing/Reyes*), and 4) Upload to BB with title and last name in the heading.

Lifegraph: What does it mean and why are we using it in a race and racism course?

Lifegraph refers to the intellectual and emotional feelings that the topics evoke in your journal. Lifegraph is based on a literary tool that teachers have used as an instructional activity to capture the emotional life of a novel's protagonist over time; hence, the word "lifegraph" (a graph of someone's thoughts, behaviors, actions, ideas over time). Similarly, you will use the lifegraph to explore your own feelings about the topics throughout the duration of our class related to the intersection of race, language, and school policy in the US. It is literally a graph (similar to a math graph) of the feelings you have toward the readings in this course (See Figure 1). Some of your feelings may go "up" (+1 to +3) or "down" (-1 to -3) depending on how much your life experience resonates with the topic, care about it, feel strongly about it, support it, disagree with it, feel threatened from it, or can't relate to it (i.e., feel neutral about it "0"). The idea is to articulate your personal feelings about race and racism in the US in a thoughtful, structured way that is based on some evidence, and uses the language to show that you are actively trying to engage this difficult language.

Assessment: Standards-based grading

Grading for this journal is standards-based, which means that we will be grading your *learning* and the last best effort to demonstrate that learning. The target score for this formative assessment is 0-4 with 4 being the highest (See the descriptors for each criteria below.) At the end of the semester, each target score will be converted to a percentage for your grade. At any time during the semester you can see me during office hours or during a scheduled time to get an approximation of your grade.

Students who would like to aim for a target level are welcome to resubmit their writing until they are satisfied with their grade. They must resubmit within a week of receiving their target grade. Students who receive a "0" can also resubmit.

Criteria 0-4 (Descriptors)

0=No attempt or not present	1=Emerging/SomeUnderstanding	2=Comprehension Level	3= Application Level	4 = Highly Proficient Level
	My reflection lacks insight and depth. It is frequently irrelevant to the reading and course. I do not include a personal connection. My writing is unclear and has too many errors.	My reflection shows some insight, depth, and connects to the reading and course. I include some personal comment or opinion. It shows some understanding of the topic. My writing has some errors. Sometimes I stray from my point of view.	My reflection shows insight and depth. The content reflects knowledge of reading and course topics. I express my personal opinion in an appropriate style and link it to supporting material. The content mostly shows understanding of depth. I include my visual. My writing has a few errors but it mostly reads clearly.	My reflection exudes seasoned insight, depth, and understanding. I express my personal opinion and cite evidence (e.g., author and page number, webpage URL). My writing shows a high level of understanding. I include my visual, and create a title. My writing is clear of errors and reads fluidly.

Student Example Record

Student Name	LG 1	LG2	LG3	LG4	LG5	LG6 FINAL	Average
Sergio	3	2	2	3	2	3	2.5

*LG = Lifegraph 1 (the number represents the week when it is due)

0 =	No Attempt or Not Present
1 = 65%	Emerging/Some Understanding
2 = 75%	Comprehension Level
3 = 85%	Application Level
4 = 95%	Consistently High Proficient Level

On this example, a 2.4 would roughly fall between the comprehension level and application level = 80%. The total percentage at the end of the semester for this student would receive an 80% or B- for the Lifegraph assignments.

Due Dates for Lifegraph Journal
LG 1 – 2/5
LG 2 – 2/12
LG3 – 2/19
LG4 – 2/26
LG 5 – 3/26
LG6 – 5/6 by noon

Lifegraph Prompts

Use any of the prompts below to get you started. They are the same for each of the entries.

- What is my entry point to this piece of reading/class activity? Have I ever experienced anything in relation to this piece/activity? What is my immediate response to it, and why? (e.g., enthusiasm, confusion, anger)
- If I have had a similar experience, how does this reading enhance my understanding of this topic?
- If I have little experience with this topic, then which part of the reading would like to gain more understanding and why?
- To what can I attribute my lack of learning if this reading fails to move me in any way?

Lifegraph Journal Submission to BB: Follow the steps to complete this assignment due on Thursdays by the start of class.

1) Download the Lifegraph visual and save it to your desktop or print a hard copy. After rating yourself on the graph, take a screenshot/picture and upload it to Blackboard along with your journal entry.
2) Rate yourself on the visual, take a picture, and include it with your journal post
3) Use any of the bulleted prompts above to get you started with your writing.
4) The word count is approximately ¾ to one page, single-spaced.
5) Save your journal reflection (Use the format in #6 for saving your writing)
6) When you upload it to BB, include the week of submission, last name, and journal entry title (i.e., Week 4, Reyes, *Being a shy Filipina is no easy thing*) on the subject line.

Final LifeGraph Reflection (May 6 by noon)

Synthesize all of your Lifegraph journal entries by examining how you rated yourself, and examining the quality of your reflections over time. Write a final reflection that answers the following prompt:

How have you addressed the following D1 competency in your Lifegraph journal reflections?

Diversity 1 Competency: Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives.

- How have your critical thinking skills enhanced your ability to understand and/or become more aware of opinions and values that may differ from your own? How has your thinking progressively become more nuanced throughout the semester, and how do you know? Offer at least 2-3 pieces of evidence from your Lifegraph journal entries. This course is only an introduction. What more do you hope to learn, and how will you seek the answers to your questions?

Midterm Test (March 7 in-class)

There will be a midterm review on February 26.

Book Quiz (April 23)

There will be a quiz on major terms and themes from Patel's "Youth Held at the Border" and Lau v. Nichols.

Final Project: Equity Audit and What's in my Backpack?

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ECLD 056 Race, Language Policy, & School
Reading Schedule

Week/Date	Reading & Video Assignment (To be completed by Tuesday class)	Topic
Week 1 1/15	• Freire, P. (1968). Banking Method of Education (Chpt. 2), *Pedagogy of the Oppressed.*	Philosophy of Teaching and Learning
Week 2 1/22	• Johnson, A. (2005). *Privilege, Power, and Difference.* McGraw Hill Publication. Chpts. 1 & 2. • Race: Power of an Illusion, Episode 1	Whiteness Identity & Privilege Race is socially constructed
Week 3 1/29	• Delgado, R. & Stefancic, J. (2017). Looking forward: Intersectionality/Essentialism & Anti-Essentialism/Nationalism vs. Assimilation/Racial Mixture. *Critical race theory: An introduction.* New York, NY: New York University Press. • Figueroa, R. (2018). The intersection of language needs and disability. In E. barbican, G. C. Gonzales, & P. Mejía (Eds.). *Rethinking bilingual education.*	Intersectionality Critical Race Framework
Week 4 2/5	Excerpts from Barbian, Gonzales, & Mejía (2018). *Rethinking bilingual education* • Yonaine, M. (2018). Uchinaaguchi: The language of my heart • Durairajan, G. (2018). Some languages are more equal than others. • Torres Goitia, C.A. (2018). Colonizing wild tongues. • Palmer, D. (2018). Why are we speaking so much English?	Raciolinguistic Discrimination: Identity & Language
Week 5 2/12	• Soltero, S. (2011). Critical issues in second language acquisition. *Schoolwide approaches to educating English language learners: Creating culturally and linguistically responsive K-12 schools.* Portsmouth, NH: Heinemann. Chpt. 1. • Lau v. Nichols (primary source & excerpted URL version) • Court Case: Lau v. Nichols (audio-recording)	Bilingualism & Language Theories
Week 6 2/19	• Wiley, T. G., and Wright, W. E. (2004). Against the undertow: Language-minority education policy and politics in the "age of accountability." *Educational Policy, 18*(1), 142-168. • Christensen, L. (2018). Uncovering the legacy of language and power. In In E. barbican, G. C. Gonzales, & P. Mejía (Eds.). *Rethinking bilingual education.* • Race: Power of an Illusion, Episode 2: The Stories We Tell	U.S. Immigration & Language Policy (Bilingual Education & English-Only)
Week 7 2/26	• Purcell-Gates, V. (2002). "As soon as she opened her mouth!": Issues of language, literacy, and power. In L. Delpit & J. Dowdy (Eds.) *The skin that we speak: Thoughts on language and culture in the classroom.* (pp. 121-141) New York: New Press. • Alexie, Sherman. (2009) The Absolutely True Diary of a Part-Time Indian. Little, Brown Books. Chpt. 1. • Gorski, P.C., and Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education.* Routledge. Excerpts 5.2 Not time for stories, 5.5 A Place to Study	Language, Literacy, & Nondominant Communities Ethnic Studies Framework Act 1. Vermont Coalition of Ethnic Studies

	• Delpit, L. (1992). Acquisition of Literate Discourse: Bowing before the Master?	
Week 8 3/5 Town Meeting Hall	• No class on Tuesday • Midterm Test on Thursday (3/7)	
Week 9 3/11-3/15 Spring Recess	No Class	
Week 10 3/19	Suárez-Orozco, M. (2001). Globalization, Immigration, and Education: The Research Agenda. *Harvard Educational Review, 71(3),* 345-366.	Educational Policy (Domestic & International Perspectives)
Week 11 3/26	• Patel, L. (2013). *Youth held at the border: Immigration, education, and the politics of inclusion.* (Chpts. 1-6) • Gorski, P.C., and Pothini, S. G. (2018). *Case Studies on Diversity and Social Justice Education.* Routledge. Excerpts 6.6 Build that wall.	Immigration Status & Education
Week 12 4/2	Patel, L. (2013). *Youth held at the border: Immigration, education, and the politics of inclusion.* (Chpts. 7-12) Quiz on Patel's book	Immigration Status & Education
Week 13 4/9	• Race: Power of an Illusion, Episode 3	Revisit Privilege Walk & Intersectionality Activity - Reflection
Week 14 4/16	Cuauhtin, Zavala, Sleeter, & Au "Rethinking Ethnic Studies"	Ethnic Studies Framework
Week 15 4/23	Equity Audit (Include in Backpack)	
Week 16 4/30	What's in my equity backpack? (VoiceThread Share with 6th grade class)	Final Project & Course Wrap Up
Week 17 5/6		Submit Final Lifgraph Journal Entry to BB by noon.

Syllabus & UVM Policies

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with approved accommodations as early as possible each semester. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course.

Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; http//www.uvm.edu/access

UVM's policy on disability certification and student support: http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf

Religious Holidays: Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

Academic Integrity: The policy addresses plagiarism, fabrication, collusion, and cheating. http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

Grade Appeals: If you would like to contest a grade, please follow the procedures outlined in this policy: http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf

Grading: For information on grading and GPA calculation, go to http://www.uvm.edu/academics/catalogue and click on Policies for an A-Z listing.

Code of Student Rights and Responsibilities: http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf

FERPA Rights Disclosure: The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974. http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf

Promoting Health & Safety:
The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing http://www.uvm.edu/~chwb/ Counseling & Psychiatry Services (CAPS) Phone: (802) 656-3340 C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at http://www.uvm.edu/~saffairs/

Office of Affirmative Action https://www.uvm.edu/aaeo/uvm_title_ix_coordinators

- Promote and enforce effective university policies related to affirmative action, equal opportunity, and diversity.
- Develop and oversee the implementation of the University's affirmative action plan as an effective recruiting and compliance tool.
- Develop, promote, and monitor effective methods of recruiting and retaining a diverse community of faculty and staff.
- Provide institutional leadership for the design and implementation of campus-wide programs in support of diversity.
- Conduct thorough and impartial investigations of complaints of discrimination and harassment.
- Work collaboratively with affiliates to provide effective training and education about discrimination, affirmative action, and diversity.
- Where appropriate, serve as a neutral dispute resolution resource in discrimination and diversity-related issues for all members of the campus community.

Final exam policy: The University final exam policy outlines expectations during final exams and explains timing and process of examination period. http://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&policy=Exams