"I AM MY LANGUAGE."

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EDUCATING EMERGENT MULTILINGUAL LEARNERS IN U.S. SCHOOLS

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Course Goals

This course seeks to develop participants’ knowledge, skills, and awareness of the following areas:

- recent immigration history and ongoing changes and issues in relation to demographics, educational policies, and legalities impacting EMLLs;
- academic, cultural, social, and linguistic strengths and needs of EMLLs;
- theoretical foundations and hands-on approaches to second (or multiple) language and literacy acquisition;
- approaches to developing curriculum and pedagogy geared toward addressing EMLLs’ diverse strengths and needs in mainstream classrooms and other educational settings; and
- historical and current policies concerning the education of EMLLs, and how federal, state, and local policy can affect programmatic and pedagogical options within the classroom.

Your Goals

I have been teaching since 2006, as a high school English teacher in the Bronx, NY and then as a professor of education (at Barnard College and here in the Bi-Co). In my teaching, I strive to co-create joyful, critical learning communities with my students—spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.

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Office Hours Weekly By Appointment:
WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

A note on masking in Bi-Co Education Courses for the Fall 2022 semester:

The Bi-Co has adopted a “mask-friendly” policy in all campus indoor spaces. In their communication with faculty, the college leaders explain: “Part of being mask-friendly means that hosts of gatherings may set expectations for masking at events, inclusive of faculty in their classrooms and other learning spaces.” We have, as an Education Program, agreed to make masking the norm; masks must be worn in all classroom and associated (e.g., partnership/field placement) spaces. We have decided to lean toward safety for several reasons: to ensure that we ourselves and everyone in our classes feel safe, to protect those with whom we partner in educational settings beyond the Bi-Co, and in consideration of those who have their own health to consider and responsibility for the care of others. We welcome dialogue about this policy and expect that, as conditions and the covid virus continue to shift, we will revisit it.

Course Texts

We will draw upon a number of texts in this course, including those below. Mindful of the cost of course material and the barrier that presents for students' engagement, I have requested EBook copies of all texts through the libraries or (when not available) have made required excerpts available on Moodle. With that said, for those who are interested in adding to their pre-professional collection, I do believe that these texts are worthwhile.


TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings
In this course, I am committed to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other’s learning in this course. I believe that there is a certain, irreplaceable magic that happens when we are learning together in community. With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals. As I believe that you can best assess your efforts and engagement in the course, both inside and outside of class, you will use a participation rubric to self-assess the quality of your contributions twice during the semester (October 17th and December 7th).

**Online Discussion Posts**

On Sundays 9/4, 9/18; 10/2; 10/16; 10/30; 11/6, 11/20; 12/4, respond to the discussion post prompt posted on Moodle or pose a question that has been raised by that week’s readings/class discussions and provide a brief paragraph that gives a summary, background, or rationale for your question. You are asked to respond to 4 posts of your colleagues over the course of the semester (2 before October 17th; and 2 additional responses by December 7th), but are welcome to use the forum as much as is helpful for your learning. You will use a rubric to self-assess the quality of your discussion posts and responses twice during the semester (October 17th and December 7th).
FIELDWORK PARTNERSHIP EXPERIENCE

Over the course of the semester, you will have the opportunity to partner with a school or community-based organization that connects to/supports the experiences of linguistically diverse students along the PK-16 continuum. This should offer an opportunity for you to gain insight into the sociopolitical and educational landscape of the education of multilingual youth as well a chance to offer your time and skills to address felt needs in the field. This work will be arranged in consultation with Margo Schall, Community Partnership Coordinator, and you can expect to spend around 10 visits of 2 hours each over the course of the semester engaging in partnership. In order to enter the field, you will need to ensure that Margo has your clearances on file or work with her to complete the necessary clearances.

As you engage in fieldwork over the course of the semester, you will be expected to take notes on your experiences. From these jottings, you will write three "field memos," (10/7; 11/11; 12/8) each approximately 2 pages, double-spaced in which you reflect upon 2-4 visits at a time, ensuring that you address all visits by the end of the three memos and exploring an emergent theme or question related to the experiences of multilingual students in U.S. schools.
In the first assignment, you will draw on your own educational experiences as data for beginning to investigate how individuals’ experiences with language affect their current beliefs and/or behaviors. To do so, you will choose to create either a written product (2-3 pages double-spaced) or a multimodal product with a 1-page “artist statement” (or equivalent audio/visual) that addresses the following questions:

1. What role does language play in your life?
2. How has language affected your experience in school?

In groups formed based upon interest around a heteroglossic pedagogical approach, you will both prepare a product designed to introduce your fellow students to the approach and will co-lead a 20-30 minute interactive presentation that further explains and explores its central features.

All Written Work Should Feature:

- 12-point Times New Roman (or equivalent) font
- Double-spacing, with 1 inch margins (be sure to adjust the default page settings if using Microsoft Word)
- Complete citations of all sources using a known citation format (MLA, APA, Chicago)

Critical Engagement Project ***(Due 12/16 by 12:30 pm; Length Varies)

Using the SIOP model and principles of UbD, design a short unit for a particular group of students; this can be the students affiliated with your current partnership site or another group that you propose. The unit may be on a topic connected to what’s going on at your site, or it may focus on another area that you think would be particularly relevant and important for these students to learn.

Design a short plan for a particular group of students, or population of EMLLs; this can be students of a particular linguistic group at your current field site or another group that you propose. This community-engagement project may be on a topic connected to what’s going on at your site, or it may focus on another area that you think would be particularly relevant and important for these students, or community population, to engage in.

Design your own project relevant to your interests and the overarching goals of the course. I will ask for a brief (one paragraph) description of your plan in order to make sure! ☺️
If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

https://www.brynmawr.edu/access-services
https://www.haverford.edu/access-and-disability-services

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation (by ODS/OAS) and then must speak to me. Other class members need to be aware that this class may be recorded.

The writing centers on both campuses offer free appointments with experienced peer tutors who are there to help you at any stage of the writing process.

www.brynmawr.edu/writingcenter
https://www.haverford.edu/writing-center

Resources and Supports

Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and college life.

http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml
https://www.haverford.edu/oar
ACCOUNTABILITY

As part of the accountability process, you will be asked to write a one page reflection (due 12/16) about your growth and learning towards the course and individual goals over the semester and assign yourself a grade. This self-reflection will be put in conversation with my own observations and engagements with you and your work in the process of issuing an official grade.

THINGS TO REMEMBER:

1. I want you to do well.
2. I believe that you can succeed.
3. I see myself an active partner in your intellectual and personal growth and development.
4. I am here to support you.