

"I AM MY LANGUAGE."

Gloria Anzaldúa

EDUCATING EMERGENT MULTILINGUAL LEARNERS IN U.S. SCHOOLS

Fall 2023

Dr. Kelly Gavin Zuckerman



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Course Goals

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

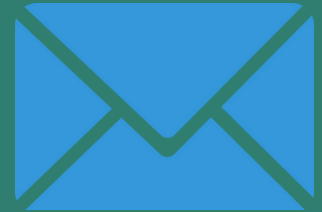
- recent immigration history and ongoing changes and issues in relation to demographics, educational policies, and legalities impacting EMLLs;
- academic, cultural, social, and linguistic strengths and needs of EMLLs;
- theoretical foundations and hands-on approaches to second (or multiple) language 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

We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.

Hi! I'm Kelly.



I have been teaching since 2006, as a high school English teacher in the Bronx, NY and then as a professor of education. 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.



kzuckerman@brynmawr.edu



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

Course Texts



TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings

We will draw upon a number of texts in this course including one required text:

Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. ASCD.

Mindful of the cost of course material and the barrier that presents for students' engagement, I have requested EBook copies of all texts (including the text above) through the libraries or (when not available) have made required excerpts available on Moodle.

Course Attendance & Participation



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.

Online Discussion Posts

On Sundays **9/10, 9/17; 10/24; 11/5; 11/12; 12/10** 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 13th; and 2 additional responses by December 15th**), but are welcome to use the forum as much as is helpful for your learning.

Internship Experience

Over the course of the semester, you will have the opportunity to work with a school or community-based organization that connects to/supports the experiences of linguistically diverse students along the PK-16 continuum. The purpose of the educational internship is to develop the knowledge, skills, and dispositions for relationship, facilitation, and change. In particular, your internship will be an opportunity for you to gain insight into the sociopolitical and educational landscape of the education of multilingual youth as well as 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 your internship. 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. Additionally, your participation in two Ed Talks over the course of the semester conversations is required.

Course Assignments In Brief

Full descriptions will be handed out at least two weeks in advance

1

Linguistic Autobiography (Due 10/1 by 11:59 pm)

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 a modality (e.g., text, collage, video, etc.) or set of modalities to share your reflections around the following questions:

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

After completing your linguistic autobiography, you will prepare a 1-2 written page process reflection.

2

Heteroglossic Group Project (Presentation Dates: 10/23; 10/25; 10/30)

In groups formed based upon topical interest, you will work to explore and come to understand a heteroglossic framework/pedagogical approach for the teaching of EMLLs and prepare a 25-minute interactive presentation and double-sided handout that explores the following:

What is the primary premise/are the key tenets of this framework/approach?

What is at least one example of this framework/approach in action?

What are the affordances and limitations of this framework/approach?

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)
<https://guides.tricolib.brynmawr.edu/c.php?g=284950&p=1899017>
Use of pseudonyms for any references to teachers and students from your internship

3

Field Memos (Due 10/8; 11/19; 12/13 by 11:59 pm)

As you engage in your internship 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," (10/8 11/19; 12/13) each approximately 2-3 pages, double-spaced in which you reflect upon one of three aspects of your internship experience:

1. Relationship
2. Facilitation
3. Change

4

Final Curriculum Project (Due 12/22 by 12:30 pm)

Using principles of UbD and the SIOP model, you will design a short unit for a particular group of students. As part of this work you will draft a unit plan as well as a series of individual lessons along with framing and a reflection

5

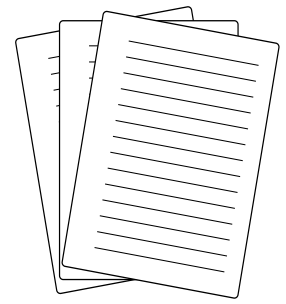
Anytime Assignment (Due by 12/22 at 12:30 pm)

All students who elect to pursue a major or minor in Education studies must submit a rationale for why they wish to do so. To support students in this discernment and drafting process, in this assignment, students will draft their rationale/revise their submitted rationale/or draft an explanation of why they do not plan on pursuing the major/minor.

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>



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>



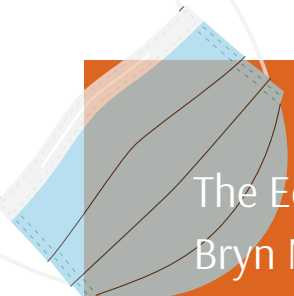
Resources and Supports

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>

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.

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.



The Education Department's COVID masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold these values.



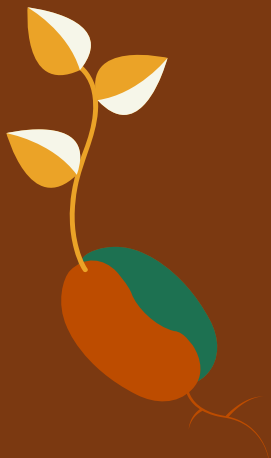
The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>

EVALUATION

I am practicing something called “ungrading” in this course. This means that I am not going to assign grades (letter or numerical) to your assignments, though I will (because of institutional requirements) need to assign your work (not you!) a grade at the end of the semester. I do this because after nine years teaching in higher education, I feel that grades are subjective assessments that are based on incomplete data (e.g., I do not know how much effort you put forth in a given assignment; how much growth as a writer and thinker a given assignment represents) rather than a rich and meaningful dialogue with you about your process and products. Engaging in ungrading, however, does not mean an absence of substantive feedback. I will provide evaluation criteria for each assignment and my commentary on your assignments will center around your progress towards these goals. At two points in the semester, on **October 13th**, and **December 22nd**, I will ask you to write a self-reflection (with the support of a thorough rubric as well as suggested weights to different forms of participation) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. Your final grade will be the result of my own assessment as well as your own. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution.

I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which “grades” are edicts from above. I recognize that this may be new, even in the Bi-Co. I am here to support you in this journey as we work to embrace a more co-constructed idea of course evaluation.

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.

WHAT'S DUE?



Deadline (11:59 pm unless noted otherwise)	Assignment
Sunday, September 10th	Discussion Post #1
Sunday, September 17th	Discussion Post #2
Sunday, September 24th	Discussion Post #3
Sunday, October 1st	Linguistic Autobiography Assignment
Sunday, October 8th	Field Memo #1
Friday, October 13th	Mid-Semester Self-Evaluation; At least two responses to colleagues' discussion posts
Monday, October 23rd, Wednesday, October 25th, and Monday, October 30th	Group Project Interactive Presentations; All Group Materials due October 30th
Sunday, November 5th	Discussion Post #4
Sunday, November 12th	Field Memo #2
Sunday, November 19th	Discussion Post #5
Sunday, December 10th	Discussion Post #6
Friday, December 15th	Field Memo #3; At least 2 responses to colleagues' discussion posts
December 22nd at 12:30 pm	Final Project; Final Self-Evaluation; Last time to submit Anytime Assignment

Please note that if you are ever in need of an extension, just ask. I cannot know that you need additional time if you do not tell me. We will work together to make a plan.