

"I AM MY LANGUAGE."

Gloria Anzaldúa

EDUCATING EMERGENT MULTILINGUAL LEARNERS IN U.S. SCHOOLS

Fall 2021

Dr. Kelly Gavin Zuckerman



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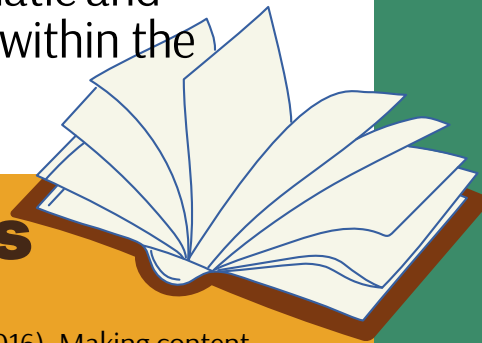
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Course Goals

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



Course Texts

- Echevarria, J., Vogt, M., & Short, D. (2016). Making content comprehensible for English Learners: The SIOP Model, 5e. Pearson.
- García, O., & Kleifgen, J. A. (2018). Educating emergent bilinguals: Policies, programs, and practices for English learners. Teachers College Press. (NOTE: PLEASE ACCESS THE SECOND EDITION).
- Santa Ana, O. (Ed.). (2004). Tongue-tied: The lives of multilingual children in public education. Rowman & Littlefield. (Available in Ebook Online Through Library)

Additional course readings are available on Moodle.

Hi! I'm Kelly.



I have been teaching since 2006, first as a high school English teacher in the Bronx, NY and second 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.



kzuckerman@brynmawr.edu



Office Hours Weekly By
Appointment: calendly.com/kgz
Bettws-Y-Coed 305 and Via Zoom

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



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



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**, as well as sensitive to the specific, unique, and unpredictable challenges we will each and all encounter this term. While your regular attendance and active, thoughtful engagement and constructive contributions are key to your own and other's learning in this course, I believe that we must also be realistic about the added pressures of the given moment. If you are unable to attend class or complete an assignment by the due date, I ask that whenever possible you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). In this situation there will be no grade penalty for late work. If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me as much as possible so that we can work together to determine a good course of action. I ask those of you who need more than a one-week extension to talk with both your Dean and me to arrive at a practical and workable plan for completing the work. You will use a participation rubric to self-assess the quality of your contributions to class twice during the semester (**October 20th and December 8th**).



Online Discussion Posts

On Sundays **9/12, 9/19; 10/3; 10/17; 10/24; 11/7, 11/21; 12/5**, 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 20th; and 2 additional responses by December 8th**), 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 20th and December 8th**).

FIELDWORK PARTNERSHIP EXPERIENCE

Over the course of the semester, those of you with active clearances 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 will be necessarily emergent given the current moment and circumstances, but 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 8-10 hours over the course of the semester engaging in partnership. Those who do not yet have clearances (and who cannot attend the on campus clearance event) or have a concern about entering the field during the given moment, can elect to conduct their fieldwork by attending 6 events (four asynchronous and two synchronous) as part of the "Linguistic Justice Virtual Symposium." The list of the asynchronous events is posted on Moodle and details about the synchronous events will be forthcoming.



As you engage in fieldwork (whether in person or virtual) 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; 11/14; 12/8; each approximately 2 pages, double-spaced in which you reflect upon some aspect of your work and how it informs your emerging and evolving understandings of the experiences of multilingual students in U.S. schools.

I

Linguistic Autobiography (Due 9/27 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 create two products ((one written; one multimodal) that address the following questions:

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

2

Group Policy Brief (Due 10/31 by 11:59 pm)

In groups formed based upon interest, you will prepare a 5-7 page policy brief on a relevant issue pertaining to the education of emergent multilinguals.

Course Assignments In Brief



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

3

Critical Engagement Project (Due 12/17 by 12:30 pm)

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.

OR

All Papers 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 fieldwork

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 is 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.

***All students pursuing (or thinking about pursuing) teacher certification must complete the curriculum project as described above. ***

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

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.

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>

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.

EVALUATION

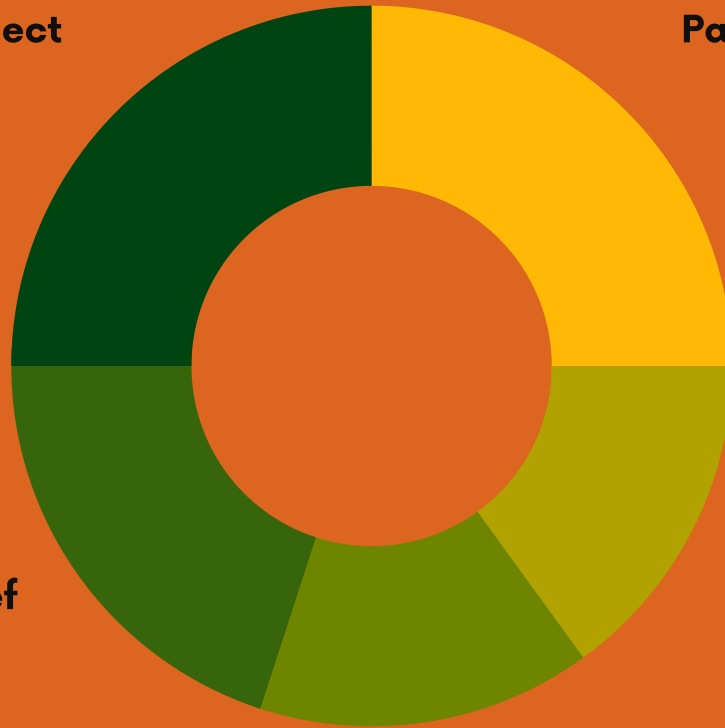
Critical Engagement Project
25%

Participation
25%

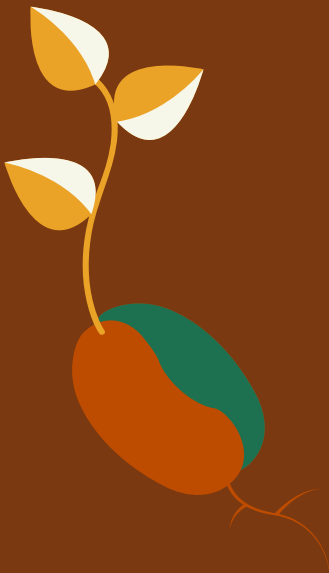
Group Policy Brief
20%

Fieldwork
15%

Linguistic Autobiography
15%



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.