

Language Policy in Education

FALL 2020

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Office hours: Thurs 12-3pm (virtual), and by appointment

COURSE INFORMATION

Masters: BED 5330-002: Current Topics in Biling/ESL: Language Policy in Education [CRN 18781]

Doctoral: BED 6318-001: Language Policy in Education [CRN 18961]

3 credit hours, fully online with occasional synchronous meetings, Thursdays, 6-7pm

A NOTE ON LEARNING DURING COVID-19

I am glad you are here. These are extra stressful times, and we will acknowledge this in our work together. Why? Because stress interferes with learning. In contrast, wellness makes learning possible. Whenever our goal is learning, we must prioritize well-being. In this class, your well-being is my top priority. We will intentionally focus on building a supportive learning community, helping each other navigate the additional stress of the pandemic, and approaching each other with compassion, humanity, and flexibility. Please do not be afraid to share what is going on for you—I will work with you to find ways to navigate these challenges and still experience the joy and accomplishment of learning in this course.

COURSE DESCRIPTION

This course focuses on educational language policy (ELP)—or policy about the use and instruction of languages in learning contexts—and specifically, **how we can advance social justice and educational equity by critically examining and thoughtfully changing the ways we use and teach language in teaching and learning.** We explore ELP as not just official policy texts, but also everyday decisions about language use and language practices themselves. We examine the use of language policy as an instrument of control and as an instrument of empowerment, and throughout the course we pay special attention to educators' roles as arbiters of educational language policy and as actors with agency to effect change. A core component of the course is an educational language policy engagement and action research project done as a class group.

DRIVING
QUESTION
FOR THE
COURSE

How can we advance social justice and educational equity by critically examining and thoughtfully planning and changing the ways we use and teach language in education?

SYLLABUS TABLE OF CONTENTS—use bookmarks in left PDF menu

COURSE OVERVIEW		
WEEK 1 Aug 24-30	Introduction to the course and to each other	
By Wed Aug 26	<ol style="list-style-type: none"> 1. Visit BB, download and read the syllabus 2. Complete your CITI training if you have not already 3. Complete the getting-to-know-you survey via Google Forms 	
On Thurs Aug 27 6-7pm	4. Join our synchronous class meeting via Zoom ¹	
By Sun Aug 30	<ol style="list-style-type: none"> 5. Listen to “Remembering His Mexican American Heritage, Rooted in Language—And Under a Tree” and participate in class discussion via BB discussion board 6. Secure your copy of the textbook, Johnson (2013) 	
WEEK 2 Aug 31-Sep 6	ELPEAR, critical policymaking, and educational language policy for an HSI	
By Wed Sep 2	<ol style="list-style-type: none"> 1. Read <ul style="list-style-type: none"> • Johnson (2013), 6.1-6.2.1 (pp170-176) and 6.4 (pp188-190) • Corson (1999), pp70-78 • Study protocol for ELP creation at an HSI 2. Submit weekly reading reflection 	
By Fri Sep 4	3. Participate in class discussion	
By Sun Sep 6	4. Contribute to survey development	
WEEK 3 Sep 7-13	What is language policy and planning?	
By Wed Sep 9	<ol style="list-style-type: none"> 1. Read <ul style="list-style-type: none"> • Johnson (2013), Chapters 1-2 • Hélot (2010) • [Optional: García et al. (2019) on Hispanic-servingness] 2. Submit weekly reading reflection 3. [Survey to be circulated] 	
By Fri Sep 11	4. Participate in class discussion	

¹ Please save Thursdays, 6-7pm, for synchronous class meetings. We will not meet every week, but it will be important to have this time available, in particular for our engaged action research project.

WEEK 4		What is language? What are language ideologies?
Sep 14-20		
By Wed Sep 16	1. Read	<ul style="list-style-type: none"> Ahearn (2012), pp20-22 Otheguy, García & Reid (2015) Flores & Rosa (2015)
	2. Submit weekly reading reflection	
By Fri Sep 18	3. Participate in class discussion	
	4. [Survey deadline]	
WEEK 5		Language policy as an instrument of power and empowerment
Sep 21-27		
By Wed Sep 23	1. Read	<ul style="list-style-type: none"> Johnson (2013), Sections 4.2-4.5 Johnson & Freeman (2010)
	2. Submit weekly reading reflection	
By Fri Sep 25	3. Participate in class discussion	
By Sun Sep 27	4. Work on survey analysis	
WEEK 6		High-stakes testing as language policy
Sep 28-Oct 4		
By Wed Sep 30	1. Read	<ul style="list-style-type: none"> Menken (2006) Palmer & Lynch (2008)
	2. Submit weekly reading reflection	
By Fri Oct 2	3. Participate in class discussion	
By Sun Oct 4	4. Complete survey analysis	
WEEK 7		Engagement with English-only policies
Oct 5-11		
By Wed Oct 7	1. Read	<ul style="list-style-type: none"> Escamilla et al. (2003) Johnson (2013), Sections 6.5
	2. Submit weekly reading reflection	
By Fri Oct 9	3. Participate in class discussion	
By Sun Oct 11	4. Complete interview protocol development	

WEEK 8 Oct 12-18	Appropriation and implementation
By Wed Oct 14	1. Read <ul style="list-style-type: none"> • Johnson (2013), Sections 4.1 and 6.6-6.7 • Mortimer (2018) • Langman (2014) 2. Submit weekly reading reflection
By Fri Oct 16	3. Participate in class discussion
By Sun Oct 18	4. Work on assigned interviews
WEEK 9 Oct 19-25	Policy for heteroglossia and translanguaging
By Wed Oct 21	1. Read <ul style="list-style-type: none"> • García (2014) [en español] OR Sánchez, García & Solorza (2018) [in English] • Hornberger (2009) [en español] OR Hornberger (2009) [in English] • García & Baetens Beardsmore (2009) 2. Submit weekly reading reflection
On Thurs Oct 22	3. Join synchronous meeting with language policymakers in Paraguay
By Sun Oct 25	4. Participate in class discussion online 5. Work on assigned interviews
WEEK 10 Oct 26-Nov 1	Family language policy and LP as practice
By Wed Oct 28	1. Read <ul style="list-style-type: none"> • Kaveh (2018) • Johnson (2013) Sections 3.3 and 5.6 2. Submit weekly reading reflection
By Fri Oct 30	3. Participate in class discussion
By Sun Nov 1	4. Complete assigned interviews
WEEK 11 Nov 2-8	Equity and what counts as language policy?
By Wed Nov 4	1. Read <ul style="list-style-type: none"> • Kelly (2018) • Flores & Chaparro (2018) • Gee (2005) Sections 3.1-3.3 (rest for next week) 2. Listen to Nice White Parents, Episode 1 3. Submit weekly reading reflection

	By Fri Nov 6	4. Participate in class discussion
	By Sun Nov 8	5. Complete interview transcriptions
WEEK 12 Nov 9-15	University language policy creation	
	By Wed Nov 11	1. Read <ul style="list-style-type: none"> • Liddicoat (2016) • Hamel et al. (2016) • Gee (2005) Sections 3.4 to 3.7 2. Investigate UTRGV policy (links provided) 3. Submit weekly reading reflection
	By Fri Nov 13	4. Participate in class discussion
	By Sun Nov 15	5. Complete interview analysis
WEEK 13 Nov 16-22	Cruzar fronteras em espaços acadêmicos	
	By Wed Nov 18	1. Read <ul style="list-style-type: none"> • Gorter & Cenoz (2017) • O'Connor et al. (2019) • Carroll & Mazak (2017) 2. Submit weekly reading reflection
	By Fri Nov 20	3. Participate in class discussion
	By Sun Nov 22	4. Work on draft of ELP for TED
WEEK 14 Nov 23-29	ELP creation at an HSI	
	By Wed Nov 25	1. Complete work on draft of ELP for TED
THANKSGIVING—Thursday Nov 26		
	By Sun Nov 29	2. Participate in class discussion to revise ELP for TED
WEEK 15 Nov 30-Dec 6	ELP creation at an HSI	
	By Tues Dec 1	1. Submit PSA to BB
	By Wed Dec 2	2. View and comment on classmates' PSAs 3. Ensure 2+ Coloquio reflections are submitted (doctoral students)
	On Thurs Dec 3	4. Join our synchronous class meeting, 6-7pm
	By Fri Dec 4	5. Submit complete presentation of ELP to TED community

COURSE LEARNING OBJECTIVES

In this course you will

1. Interrogate the history of the field of language policy and planning and conceptualizations of policy and implementation;
2. Identify language ideologies and their role in ELP design and implementation;
3. Examine educational language policies as instruments of control as well as instruments of empowerment;
4. Analyze educators' roles as policy makers and appropriators in classrooms and schools;
5. Use the educational language policy engagement and action research (ELPEAR) process for equitable ELP creation in an educational context;
6. Explore a variety of approaches for researching language policy in education.

REQUIRED COURSE MATERIALS

Johnson, D.C. (2013). *Language Policy*. New York: Palgrave Macmillan. (Also appears as LP below).

Additional readings are available on Blackboard in the weekly folders.

Recommended for doctoral students interested in doing LP research: Hult, F.M. & Johnson, D.C. (2015). *Research Methods in Language Policy and Planning: A Practical Guide*. New York: Wiley.

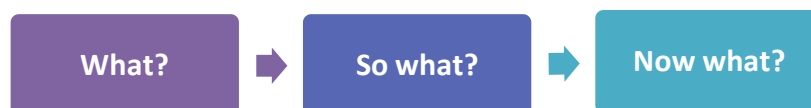
ASSIGNMENTS

Educational research shows that our deepest and most meaningful learning happens in interaction with other people. This course is designed so that most of the work requires that you interact with others—your classmates and the wider Teacher Education Department community. Roughly half of the credit in this class will come from weekly interaction within our class, and the first two assignments—reading reflections and class discussions—are designed to produce interaction that is as rich as possible.

Weekly reading reflections [10 points each, 25% of grade]

Engaging deeply with class readings BEFORE you come to our class discussions will help you to be prepared to then enrich your and your classmates' understanding of the content in our weekly discussions. You will do this preparation in part through weekly reading reflections that are DUE EACH WEDNESDAY, before class discussions.

For each reflection, I ask that you use the following reflective process:



Additional details provided on BB.

Public service announcement targeting language ideologies [50 points, 10% of grade]

Misinformation about bilingual education and minoritized language learners abounds. Public discourse about both is never “JUST” about language, but instead always also intertwined with beliefs about race, cultural difference, immigration, fairness and social justice, rights and resources, and inclusion/exclusion. These beliefs—or language ideologies—are highly consequential for language policy: what policies get made, how they get implemented, and whether their effects are oppressive or emancipatory. We will study these processes in our course and in our engaged action research project. You will identify a language ideology evident in that work, that if changed, would further the emancipatory effects of language policy. You will create a public service announcement (PSA) in electronic format for a specific target audience (e.g., general public/voters, for parents, for teachers, UTEP students, UTEP professors, etc.) that aims to shift language ideologies. Your PSA will take the format of an infographic or short video (maximum of 60 seconds) and you will present it in Week 14 of class. Additional guidelines, resources, and tools will be provided.

Action research project for ELP creation at an HSI [215 points, 40% of grade]

Two key ideas of this course are that explicit educational language policy (ELP) can be used for empowerment of minoritized language speakers, and that educators and community members are language policy makers. We will explore both ideas in real life by conducting a collaborative action research project to create a draft educational language policy. The objectives of this project are to develop your understanding of and experience with how to create equitable ELP in a learning context, and to do that through the actual practice of ELP creation for a learning community of which we are all members.

Additional details will be provided. CITI training for human subjects research is required for this work and must be completed at the beginning of the course. This research has been reviewed by the UTEP Institutional Review Board.

SUPPLEMENTARY ASSIGNMENT FOR DOCTORAL STUDENTS

EL3 Lab Coloquio attendance [30 points, 5% of grade]

The EL3 Lab Coloquios are related to knowledge and skills covered in this course. I ask that you attend two (or more) Coloquios and, for each, submit a short assignment with the date of your attendance and a 150-word reflection on the event, including what you gained and how it was related to class and remaining questions you have. **If you foresee that attending Coloquios will be impossible for you, please talk with me before Week 3 to arrange for an alternative assignment.**

Summary of components of the course grade

Assignment	Points each	How many	Total points	% of grade
Weekly reading reflections	10	13	130	25%
Weekly class discussions	10	13	130	25%
Public service announcement	50	1	50	10%
Engaged action research project	215	1	215	40%
Coloquio attendance (doctoral)	15	2	30	5%

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

POLICIES AND PROCEDURES***Inclusiveness and equity***

Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course *and* for the sake of your students' learning. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you shows respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair, Dr. Alyse Hachey, 915-747-7573 or ahachey@utep.edu, and/or you can report a complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

Food insecurity, mental health, and access to support services

Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning, especially right now. I want you to be aware of a variety of support services on campus that can help you navigate these challenges

and obstacles. **The UTEP Food Pantry** is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of **Counseling and Psychological Services** offers FREE mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/student-affairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>.

If you are facing an obstacle to your learning, I encourage you to check out these resources or let me know and I will help you find the supports you need. YOU ARE NOT ALONE.

Language policy for this course

You are encouraged to use and develop your biliteracy skills in this course. You may submit any written assignment in English or in Spanish. For discussion and other group work, the most important criterion is that everyone has an opportunity to understand and to be understood—thus, contributions to any discussion—whole-class or small group—are welcome in Spanish or English or both, or any other language, as long as the members of the group attend to everyone's understanding.

Academic citations

Please provide APA-style in-text AND bibliographic citations whenever referencing others' work in ALL your written assignments. See the "APA Help" section in the left menu on BB or the following links:

IN-TEXT: <http://owl.english.purdue.edu/owl/resource/560/02/>

BIBLIOGRAPHIC: <http://owl.english.purdue.edu/owl/resource/560/05/> (This page begins the section on how to format your citations in the reference list. You will need to read this page and those following to review formatting for bibliographic references to journal articles, books, and other sources.)

Changes to the syllabus

I strive to respond in my teaching to the sometimes-shifting conditions of our class community: current events, our discussions, our interests, our extant experiences, our needs for growth. This is particularly important in the context of our engaged action research project, where we may discover our need for additional/different knowledges on a topic that surfaces in the course of our work. Some changes may be made to the syllabus along the way. You will always be notified—or asked to participate in the decision to make changes—and, for significant changes, the updated syllabus will be made available on Blackboard. All versions have a version number in the header with the form year, month, day (e.g., 200824 for 2020, August 24).

Different abilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been

designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at <http://www.utep.edu/dsso/>, (915) 747-5148 (voice or TTY), or dss@utep.edu.

Academic integrity

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are not attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://sa.utep.edu/osccr/academic-integrity/> for further information.