

Language Policy in Education

SPRING 2018

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Office hours: Thurs 2-5pm, and by appointment

COURSE INFORMATION

This course is cross-listed:

Masters level: BED 5330-001: Special Topics in Bilingual Education: Language Policy in Education [CRN 28150]

Doctoral level: TED 6319-004: Graduate Workshop in Education: Language Policy in Education [CRN 28151]

3 credit hours

Meets Tuesdays, 5:30-8:20pm, EDUC 312

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 begin with an introduction to the field of language policy and planning, in general, and to the conceptualization of ELP as not just official policy texts, but also everyday decisions about language use and language practices themselves. We explore 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. In this cross-listed course, all students engage with a core set of readings, assignments, and concepts. Some differentiated assignments for masters students focus on the practice of language policy in teaching contexts, while supplementary readings and assignments for doctoral students engage more deeply with ELP theory, research methods, and scholarly practice.

LEARNING OUTCOMES

On successful completion of this course you will

1. Understand the history of the field of language policy and planning and conceptualizations of policy and implementation.
2. Understand and be aware of language ideologies and their role in ELP design and implementation.
3. Have examined educational language policies as instruments of control as well as instruments of empowerment.
4. Have analyzed educators' roles as policy makers and appropriators in classrooms and schools.

5. Understand the process of ELP creation and options for participation in that process.
6. Have in-depth knowledge of one language policy in context and an understanding of how to pursue further research on it.

COURSE OVERVIEW

Week	Date	Topics	Assignments Due (in addition to readings)
1	Jan 16	Introduction to the course and to the field of LP	
2	Jan 23	What is language?	SRR/PSA partner choice SRR 1
3	Jan 30	What is language policy and planning?	SRR 2
4	Feb 6	Conceptualizing LP: Types, layers, and actors	SRR 3 Case study prospectus
5	Feb 13	LP as an instrument of power and empowerment	SSR 4 Photovoice part 1
6	Feb 20	High-stakes testing as LP	SRR 5 Photovoice part 2
7	Feb 27	English-only policies	SRR 6 Photovoice part 3
8	Mar 6	Language revitalization, ethnography of LP	SRR 7 Photovoice part 4
SPRING BREAK			
9	Mar 20	Heteroglossia and language policies	SRR 8 Case study/proposal outline (and for DOC : conceptual framework)
10	Mar 27	Family language policy and LP as practice	SSR 9 Photovoice final
11	Apr 3	School language policy and LP action research	SRR 10
12	Apr 10	LP creation and sociolinguistic scales	SRR 11
13	Apr 17	Appropriation and implementation	SRR 12 PSA presentation
14	Apr 24	“Working within the system”: Responding within restrictive policies	SRR 13 DOC : Syl. enhancement
15	May 1	LP case study/proposal presentations	Case study/proposal final paper and presentation

REQUIRED COURSE MATERIALS

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

Menken, K. & García, O. (2010). *Negotiating Language Policies in Schools: Educators as Policymakers*. New York: Routledge. (Also appears as NLPS below).

Additional readings are posted on Blackboard (and marked on the syllabus with BB). Readings will be discussed on the day for which they are listed. That is, please read the day's readings in advance of that class meeting.

Supplementary readings required of doctoral students are marked with **DOC**.

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.

COURSE REQUIREMENTS AND GRADING RUBRICS

Class attendance and participation (22-24%, 15 at 3 points each)

Learning is a social activity. The more actively engaged you are in class, the more you learn, and the more we are able to learn from you. You are expected to attend all class sessions. You are expected to be prepared to discuss the assigned readings for each class session. Your participation will be evaluated on the extent to which you display your engagement with course materials. To participate well you don't have to be right, you just have to be involved. You will receive 1 point for each class session in which you arrive on time and 2 points for each class session in which you demonstrate deep engagement with the material and your colleagues. If you have an emergency or urgent conflict, please let me know right away.

Short reading reflections (19-21%, 13 at 3 points each)

You will write brief written reflection to the readings for each of 12 class sessions, you will share each response with a partner, and you will respond to your partner's reflection. For these short responses,

1. **REFLECT:** Write your reflection to the week's readings:
 - a) identify and state a theme that runs through all the readings for that session in your own words;
 - b) explain how you see that theme in each reading, how the readings are related to each other (and how they may be different).
 - c) Do this in **no more than 300 words**.
 - d) Cite all readings with APA-style in-text citations but do not waste any of your words with direct quotes (1-2 word terms or phrases are ok). Include full bibliographic references at the bottom (these are not included in the word limit).

- e) Your reflection is due, posted to the BB discussion board that you share with your SSR partner **by SUNDAY 12midnight each week.**
2. **RESPOND** to your partner's reflection that they have posted.
 - a) Comment on what they have said, make additional connections, ask questions, etc. **Do not simply agree with them.** Your response must be more complex and challenging than simple agreement. Push each other to think more deeply about the topics at hand. I will give extra credit for especially challenging and nuanced responses.
 - b) Respond in **no more than 150 words.**
 - c) Your response is due, posted to your shared discussion board by each TUESDAY 5:30pm before class begins.

Photovoice project: Your life as a lingual learner-educator (12-14%, 25 points)

Photovoice is a participatory action research method designed to foreground and amplify voices of people who are often left out of policymaking and to bring those people's voices, perspectives, and influence to bear on policy decisions. In this class we will use photovoice to gather data about y/our experiences of being people who use language in learning and teaching and to develop those data into presentations that can be used to influence policy and educational decisions that affect you. Our use of photovoice will also serve as an example of Educational Language Policy Engagement and Action Research (ELPEAR, Johnson 2013) that you can use to engage with and affect language policy beyond this course. Additional details will be provided in class.

Public service announcement targeting language-in-education policy (12-14%, 25 points)

Misinformation about bilingual education and minoritized language learners abounds. Public discourse about both is never "JUST" about language, but instead always also intertwined with race, cultural difference, immigration, fairness and social justice, rights and resources, and inclusion/exclusion. Because everyday voters, parents, civic leaders, and policymakers make highly consequential decisions about language in education, what the public thinks and knows about both is very important. And you, as a 21st century educator and member of our US-Mexico borderland community, have a special advantage and responsibility to do what you can to educate the public—and not just about facts but also about ideologies.

This project is done with your SSR partner, and together 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) using the information that we cover in this class, knowledge you bring from other coursework, as well as additional research you may do, as well as any of your own experiences as a lingual person. Your PSA will take the format of an infographic or short video (maximum of 60 seconds) and you will present it in Week 13 in class. Additional guidelines, resources, and tools will be provided in class and on BB.

LP case study and research proposal (25-27%, 50 points)

In this project, you will write a case study describing and analyzing a language policy of your choosing, and you will propose a research investigation that would allow you to learn more (you will not actually do the investigation as part of this class, rather you will plan and propose how you *would* do it) and to affect the policy. Masters students are encouraged to choose a language policy in their own teaching context or another local context to which you have access. **Masters students:** your case study will focus on describing the policy in terms of the key concepts from our course. **Doctoral students:** your case study will describe and analyze the policy through the lens a specific theoretical framework that you have chosen and that helps to reveal something important about the policy. Additional details to be provided in class.

The case study/proposal will have four elements:

1. A **PROSPECTUS** Due Week 4. (500 words maximum, 10 points)
2. An **OUTLINE** Due Week 9. (500 words maximum, 10 points)
3. A **FINAL PAPER** (2000-4000 words, 25 points)
4. A **FINAL PRESENTATION** of the content of the paper, using PechaKucha presentation format. You will give this presentation in class on the final day, Week 15. (5 points)

Please note that in all your written materials and discussion you should maintain the anonymity of people and places in your case study research. **Use pseudonyms for people, schools, and districts.** This research does not require UTEP Institutional Review Board (IRB) approval, but you must nevertheless adhere to all the same principles of research ethics as you would in IRB-approved research.

SUPPLEMENTARY ASSIGNMENTS FOR DOCTORAL STUDENTS

Supplementary readings

Doctoral students must complete all additional readings marked DOC on the syllabus. Your reflections on these readings should be incorporated into reading reflections, into class discussions, and other coursework.

Coloquio attendance (5%)

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 ANY of the Coloquios will be impossible for you, please talk with me before Week 3 to arrange for an alternative assignment.**

Syllabus enhancement (5%)

In this assignment, you will design one small component of a course on language policy. Imagine something that could be added to or substituted for another piece in this course or a course like it. You can choose to design a class session or an assignment or something else a bit more outside the box like a group a performance, some kind of civic engagement, a youth activity, etc. This assignment will be submitted to BB in Week 14.

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. Erika Mein, 915-747-7573 or elmein2@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.

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.

Submission of written assignments

All written assignments will be submitted via Blackboard. They are due at 5:30pm before class (unless otherwise indicated). Points will be deducted from late assignments. Please include your last name and the assignment name in the file name.

Academic citations

Please provide proper in-text AND bibliographic citations whenever referencing others' work in ALL your written assignments. Please use APA style for these citations. See the "APA Help" section 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.)

Electronic devices in class

Please do not use any electronic devices during class interaction, unless it is to access a class reading. Please make it abundantly clear to me and to your classmates that your undivided attention is on the people and interaction in class and not on a screen.

Students with disabilities

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

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, 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. It is imperative, therefore, that all faculty insist on adherence to these standards.

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://www.utep.edu/dos/acadintg.htm> for further information.

GRADING SUMMARIES

For masters students

Assignment	Points	% of grade
Participation and attendance	45	24%
Short reading reflections (13 at 3 pts each)	39	21%
Photovoice (5 parts at 5 points each)	25	14%
PSA	25	14%
LP case study/proposal	50	27%
Total points	184	100%

For doctoral students

Assignment	Points	% of grade
Participation and attendance	45	22%
Short reading reflections (13 at 23pts each)	39	19%
Photovoice (5 parts at 5 points each)	25	12%
PSA	25	12%
LP case study/proposal	50	25%
Attend 2 colloquios (2 at 5 points each)	10	5%
Syllabus enhancement	10	5%
Total points	204	100%

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below