Language Policy in Education
FALL 2023

Instructor: Dr. Katherine S. Mortimer
Associate Professor of Bilingual/Biliteracy Education
Email: ksmortimer@utep.edu
Office hours: Wed 12-2pm (virtual) and by appointment

COURSE INFORMATION
BED 6318-001: Language Policy in Education [CRN 16733]
Tuesdays 5:30-8:20pm | 3 credit hours

COURSE DESCRIPTION
This course focuses on educational language policy (ELP)—or policy about the use and instruction of languages in learning contexts. 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions to the course and each other</td>
<td>Online</td>
</tr>
<tr>
<td>2</td>
<td>ELPEAR &amp; Critical ELP creation</td>
<td>In person</td>
</tr>
<tr>
<td>3</td>
<td>What is language? And language ideologies</td>
<td>In person</td>
</tr>
<tr>
<td>4</td>
<td>What is ELP?</td>
<td>In person</td>
</tr>
<tr>
<td>5</td>
<td>ELP as an instrument of power and empowerment</td>
<td>Online</td>
</tr>
<tr>
<td>6</td>
<td>University ELP: Cruzar fronteras em espaços acadêmicos</td>
<td>In person</td>
</tr>
<tr>
<td>7</td>
<td>Engagement with English-only ELPs</td>
<td>Online</td>
</tr>
<tr>
<td>8</td>
<td>ELP appropriation and implementation</td>
<td>Online</td>
</tr>
<tr>
<td>9</td>
<td>Heteroglossic ELP</td>
<td>In person</td>
</tr>
<tr>
<td>10</td>
<td>High-stakes testing as ELP</td>
<td>In person</td>
</tr>
<tr>
<td>11</td>
<td>ELP for equity in DLBE</td>
<td>Online</td>
</tr>
<tr>
<td>12</td>
<td>Methods spotlight: Ethnography of ELP</td>
<td>In person</td>
</tr>
<tr>
<td>13</td>
<td>Family LP and ELP as practice</td>
<td>Online</td>
</tr>
<tr>
<td>14</td>
<td>Methods spotlight: Discourse analysis of ELP</td>
<td>Online</td>
</tr>
<tr>
<td>15</td>
<td>ELPEAR Roundtable</td>
<td>In person</td>
</tr>
</tbody>
</table>
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


All other readings and materials are available through Blackboard in the weekly folders.


ASSIGNMENTS

Weekly reading syntheses 10 points each x 13 weeks, 29% of grade

Engaging deeply with readings and materials before you come to class makes our class interactions richer, deeper, and more dynamic for everyone. I ask that you do this deep engagement in part through a weekly reading synthesis, that is due each week before class (Tuesday, 5pm). These syntheses are also designed to be similar to the kind of synthesis involved in reviewing the literature for any research project. They are designed to prepare you both for class interaction and for reviewing the literature as a researcher. Specific guidelines provided through Blackboard.

In-person class engagement 2 points x 8 weeks, 4% of grade

Educational research shows that our deepest and most meaningful learning happens in interaction with other people. Our in-person class sessions are the heart of that interaction—your attendance and engagement are valued. The following scheme is designed to reflect your presence and engagement in a way that will also not unduly penalize you for the day-to-day contingencies that happen to all of us. 2 points = timely arrival and engagement throughout, 1 point = late arrival or insufficient engagement, 0 = absence.

Online class engagement 15 points each x 7 weeks, 24% of grade
Engagement in online discussions and activities during our online weeks will be worth 15 points each week.

**Discussion leadership**
50 points, 11% of grade

During one class session, you will design and lead one 30-minute activity to engage classmates in discussion of readings for that day. The objective of the assignment is to deepen your own understanding of those readings by planning and leading an activity that deepens others’ understanding. Specific guidelines provided through Blackboard.

**ELP Engagement and Action Research Project**
100 points, 23% of grade

Two key ideas of this course are (1) that explicit educational language policy (ELP) can be used for empowerment of minoritized language speakers, and (2) that educators and community members are language policy makers. We will explore both ideas in real life by conducting a collaborative ELP engagement and action research (ELPEAR) project. The objectives of this project are to develop your understanding of and experience with how to engage in research for equitable ELP in a learning context where we are actors, and thus policymakers in some way. We will select the focus and many of the parameters of our ELPEAR project together. Details will be provided in class.

**EL3 Lab Coloquio attendance**
40 points, 9% 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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points each</th>
<th>How many</th>
<th>Total points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly reading syntheses</td>
<td>10</td>
<td>13</td>
<td>130</td>
<td>29%</td>
</tr>
<tr>
<td>In-person class engagement</td>
<td>2</td>
<td>8</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td>Online class engagement</td>
<td>15</td>
<td>7</td>
<td>105</td>
<td>24%</td>
</tr>
<tr>
<td>Discussion leadership</td>
<td>50</td>
<td>1</td>
<td>50</td>
<td>11%</td>
</tr>
<tr>
<td>ELPEAR project</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>23%</td>
</tr>
<tr>
<td>Coloquio attendance</td>
<td>20</td>
<td>2</td>
<td>40</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Grading Scale**
A = 90-100
B = 80-89
C = 70-79
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.

Support services available to you
Learning happens only when our bodies and minds are well—and all of us occasionally face challenges to wellness that interfere with our learning. I want you to be aware of a variety of support services—both personal and academic—on campus that can help you navigate these challenges and obstacles.

- University Writing Center (provides assistance with writing style, formatting, writing tutoring)
- Counseling and Psychological Services (provides many mental health supports free of charge)
- UTEP Food Pantry (provides non-perishable food items, Mon-Fri, 10am-2pm)

And a good first stop is the Division of Student Affairs’ UTEP Student Helpful Resources page. 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 and to experiment with language policy making through your languaging practices. You may submit any written assignment in English, Spanish, or any combination of the two. 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. The members of the group are asked to use our collective linguistic repertoires to attend to and facilitate everyone’s understanding. We will also review and revise our course language policy as part of our work in the class.

**Academic citations**

Please provide APA-style in-text AND reference list citations whenever referencing others’ work in ALL your written assignments. See the [Purdue Online Writing Lab APA Style Guide](https://owl.purdue.edu/owl/) for guidance (link also on BB). I also encourage you to use bibliographic software such as [RefWorks](https://refworks.com) (free) to manage your sources as you move through your doctoral studies.

**Guidance on artificial intelligence**

We will write our course policy on using AI (specifically, AI chatbots like ChatGPT and Bard) together. We will specify the activities that we may find it helpful for and those that we will agree to not use it for.

**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., 230828 for 2023, August 28).

**Different abilities and accommodations**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**Academic integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing
Unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.