

<p style="text-align: center;">Language Policy in Education SPRING 2014</p>

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COURSE INFORMATION

This course is cross-listed:

Masters level: BED 5330-005: Special Topics in Bilingual Education: Language Policy in Education [CRN 25261]

Doctoral level: TED 6319-002: Graduate Workshop in Education: Language Policy in Education [CRN 27097]

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. 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 and research methods.

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 the role of language ideologies in ELP design and implementation.
3. Have examined 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. Understand the process of ELP creation and options for participation in that process.
6. Have in-depth knowledge of one language policy in context as a result of individual research.

COURSE OVERVIEW

Week	Date	Topics	Assignments Due ¹ (in addition to readings)
1	Jan 21	Introduction to the course and to the field of LP	
2	Jan 28	What is language policy and planning?	SRR 1 Discussion dates
3	Feb 4	Conceptualizing LP: Types, layers, and actors	SRR 2
4	Feb 11	Language ideologies and LP	SRR 3 Case study proposal
	Feb 13	Attend talk by Nancy Hornberger (5:30pm)	
5	Feb 18	LP as an instrument of power and empowerment	*IRR 1
6	Feb 25	NCLB and high-stakes testing as LP	SRR 4
7	Mar 4	English-only policies	SRR 5
SPRING BREAK			
8	Mar 18	Language revitalization, ethnography of LP, and the New LP Studies	SRR 6
9	Mar 25	Heteroglossia and language policies	SRR 7 Case study conceptual framework
10	Apr 1	Family language policy and LP as practice	*IRR 2
11	Apr 8	School language policy and LP action research	SRR 8
12	Apr 15	LP creation and sociolinguistic scales	SRR 9
13	Apr 22	Appropriation and implementation	SRR 10
14	Apr 29	“Working within the system”: Responding within restrictive policies	SRR 11
15	May 6	LP case study roundtable presentations	Case study final paper and presentation

REQUIRED COURSE MATERIALS

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

¹ In addition to the assignments listed in the overview, each student will facilitate one class discussion. Dates will be assigned by the end of Week 2. Doctoral students will also prepare one summary of a supplemental reading. Due dates for both of these assignments will vary.

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**.

COURSE REQUIREMENTS AND GRADING RUBRICS

Class attendance and participation (15% for masters students, 10% for doctoral students)

Short reading responses (20%)

You will write brief written responses to the readings for each of 11 class sessions. For these short responses, state the main point of each reading for that session in your own words and explain how the readings are related to each other. Responses will be graded as follows:

- 2 = Demonstrates careful reading and analysis, writing is clear, length appropriate, uses APA citations, is submitted on time.
- 1 = One or more of the above is missing.
- 0 = Not submitted.

Integrative reading responses (10%)

You will write longer written responses to the readings for each of 2 class sessions. These responses may involve a specific prompt and they will require you to synthesize and integrate ideas from several weeks' readings. Each of these responses will be a **maximum of 500 words**. Each response is worth 5 points and will be graded using the following rubric.

Criterion	Points Possible	Points Earned
Writing is clear, length appropriate, APA citations, submitted on time.	1	
Demonstrates understanding of the readings.	2	
Synthesis and analysis are insightful.	2	
TOTAL	5	

Discussion facilitation (25% for masters students, 15% for doctoral students)

You will choose one class session during which you will facilitate a class discussion on that day's topics and readings. Depending upon class enrollment, you will work

individually or in pairs. Facilitation dates will be chosen and assigned by the end of Week 2.

The objectives of this assignment are

- (a) to develop your deeper knowledge of a particular reading/topic and
- (b) to develop your skill in getting others to engage with a topic and with each other in discussion.

For masters students:

Criterion	Points Possible	Points Earned
Plans submitted at least one week in advance.	2	
Leaders effectively involve all participants.	2	
Questions demonstrate deep understanding of the reading.	3	
Extra material is brought in and used effectively.	5	
Discussion is engaging and challenges participants' thinking.	5	
Leaders encourage connections with participants' own experience.	3	
Summary shows careful reflection and analysis.	3	
Summary submitted one week after discussion date.	2	
TOTAL	25	

For doctoral students:

Criterion	Points Possible	Points Earned
Plans submitted at least one week in advance.	1	
Leaders effectively involve all participants.	1	
Questions demonstrate deep understanding of the reading.	3	
Extra material is brought in and used effectively.	3	
Discussion is engaging and challenges participants' thinking.	2	
Leaders encourage connections with participants' own experience.	2	
Summary shows careful reflection and analysis.	2	
Summary submitted one week after discussion date.	1	
TOTAL	15	

Case study of a language policy (30%)

In this research project, you will describe and analyze a language policy of your choosing. Masters students are encouraged to choose a language policy in their own teaching context or another local context to which they have access.

Criterion	Points Possible	Points Earned
Context selection submitted and consent secured on time.	1	
Report is submitted on time.	1	
Report is clearly written, well organized, uses APA style.	6	
Report shows insightful analysis.	6	
Report includes appropriate detail.	6	
TOTAL	20	

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 responses, into class discussions, and other coursework.

Summary of a supplementary reading (5%)

Each doctoral student will choose one supplementary reading (chosen by the end of Week 2) for which you will write a brief summary (300 words maximum) that includes the main points of the reading as well as how it is connected to the topics in the course.

Syllabus component (10%)

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.

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, any discussion group may use either Spanish or English (or both), or any other language, as long as the members of the group agree.

GRADING SUMMARIES

For masters students

Assignment	Points	Word limit
Participation	15	
Short reading responses (11 at 2 pts each)	20	250
Integrative reading responses (2 at 5 pts)	10	500
Discussion facilitation	25	500
Case study proposal	5	500

Case study conceptual framework	5	500
Case study final paper	20	
Total points	100	

For doctoral students

Assignment	Points	Word limit
Participation	10	
Short reading responses (11 at 2 pts each)	20	250
Integrative reading responses (2 at 5 pts)	10	500
Discussion facilitation	15	500
Case study proposal	5	500
Case study conceptual framework	5	500
Case study final paper	20	
Summary of supplementary reading	5	
Syllabus component	10	
Total points	100	

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

POLICIES AND PROCEDURES

Submission of written assignments: All written assignments will be submitted via Blackboard as attachments. They are due at 5:30pm. Points will be deducted from late assignments. Please include your last 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 silence all electronic devices and do not use them in class. Please make it clear 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.