

EDUCATION 140  
Language, Diversity and Education

Instructor: Dr. Sandra Lee McKay

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Class Meeting Time: M/W from 1:00-4:30, June 22nd to July 22nd

Office Hours: M/W 12:00-12:45

**COURSE DESCRIPTION:**

In this course we will explore the relationship between language, diversity and education. Specifically, we will examine how factors such as the first language individuals speak, their ethnicity and gender influence the manner in which they talk and the way they are treated in social and educational contexts. Ultimately, the purpose of this course is to make you aware of how you use language and how the language you hear and use daily is affected by social factors.

Some of the questions we will explore are the following.

- What are the most widely spoken languages in the world today? What are the most popular second languages? Why do people choose to learn a second language?
- What is meant by an accent and dialect? What is meant by “Standard English”?
- How do bilinguals use their languages at home and in their community? What are the advantages of speaking more than one language?
- What are common school policies regarding language variation and second languages?
- What policies should schools have in terms of language diversity to ensure that all young people have equal access to learning and success?
- In what ways does hip hop culture draw on the languages of the world to create a “global” culture? How can this use of language be used in schools to develop language awareness?

In the course you will be asked (a) to critically study the assigned readings; (b) to actively contribute to class discussions; (c) to explore your own language use and educational experiences; and (d) to examine some aspect of language variation and educational policy in your community.

**REQUIRED READINGS:**

Lippi-Green R. (2012). *English with an accent: Language, ideology, and discrimination in the United States*. New York: Routledge.

Reading packet that will be posted on the class website

**COURSE REQUIREMENTS:**

1. Class participation. (20%)  
You are expected to attend class regularly so that you can actively contribute to class discussions and learn from you classmates. If you miss more than three

classes, you may not pass the class. Class participation will include completing online searches that will constitute part of the class meeting time done online on your own time.

## 2. Responding to the class readings. (20%)

Everyone will be required to post an individual response to each assigned class reading on the class discussion board. For each reading you must

- Summarize two new ideas you learned from the reading;
- Post two questions/comments you have in reference to the article; and
- Relate some element of the reading to your own life experiences.

In order to get credit, you must post these on the class discussion board by 3pm one day before the class will discuss the article. (For Monday classes you must post them by 3pm on Sunday and for Wednesday classes by 3pm on Tuesday.)

In addition, each student in the class will select one article for which he/she will be the primary respondent. As primary respondent, you will be asked to summarize in a five-minute presentation the comments, questions and personal experiences made by classmates on the discussion board and to provide at least three central questions related to the reading to start the class discussion on the reading.

These class postings will constitute 20% of your grade and will be graded on a credit/no credit basis. In order to get credit, you must respond to 80 percent of the class readings.

## 3. Language Use Project (30%)

In this project you will be asked to observe how language is used in your own life and/or surrounding community, paying close attention to the relationships that exist between language, diversity and education. You will have a wide choice in the selection of topic, but all of the projects must adhere to the following requirements.

- You must collect data from your observation of some authentic language use context. (The examples listed below will give you some idea of the contexts you may wish to observe.)
- You must explicitly link your observations to some of the readings you do in this class on language, diversity and education. In other word, you need to cite some of the readings done in the class as you analyze your data.
- You must clearly state how the language you investigated provided you with insight into the relationships that exist between language, diversity and education.
- You must comment on how you, as a future educator, might use the insights you gained in this assignment to increase your students' awareness of language variation.

Listed below are some examples of the contexts you might choose to observe to gather first-hand data on language use in the community.

- Observe a traditional K-12, community college or university classroom and carefully take note of how gender plays a role in

language use. You could, for example, note such things as how often the teacher nominates females as opposed to males or how often males volunteer to respond as opposed to females. You could also take note of the type of language females use in their questions/responses as opposed to the language males use in terms of such things as hesitation phenomenon or adjectives.

- Observe a traditional K-12, community college or university classroom paying particular attention to how a students' first language affects the language that is used in the classroom. You might, for example, watch for any language simplification teachers or students use in interacting with second language speakers of English. You might also note how often second language speakers volunteer answers and in what way their language use differs from those of first language speakers of English.
- Observe and/or tape record the interactions that take place in a bilingual home or bilingual work contexts. Pay particular attention to when and how frequently speakers shift from one code to another. Analyze what factors in the social context or topic might trigger the shift from one code to another.
- Examine the lyrics of hip hop music, paying particular attention to the languages that are used and the forming of new words through the blending of different languages. Drawing on the class readings, suggest ways in which such lyrics could be used in a classroom setting to increase students' awareness of multilingualism as an aspect of pop culture.
- Interview a recent immigrant to the United States finding out more about the language learning and use of this individual. You might ask these individuals to reflect on occasions where they found it difficult to comprehend what was being said and what they did on such occasions. You might also ask these individuals to reflect on their own confidence in using English to serve their social and educational needs. And you might ask them their attitudes toward the continued use and development of their first language.

You must submit a proposal to me by **Wednesday, July 1<sup>st</sup>**. (I will be giving you guidelines for the proposal.) The final paper is due on **Wednesday, July 22<sup>nd</sup>**. During the final week of class you will be asked to give an oral report on your project. Again I will be giving you guidelines on these reports. You may complete this project with a partner, but I would expect it to be twice as comprehensive and you both will receive the same grade for the paper.

#### 4. Take Home Final Exam (30%)

The final exam will provide you with an opportunity to summarize what you have learned in the class and relate it to both your awareness of your own language use and to the way language both signifies and perpetuates social differences. It will also provide you with an opportunity to describe how what you have learned in this class will affect your future professional decisions. You will receive the exam question during the last week of class (**July 20<sup>th</sup>**) and have one week in which to submit your response (**July 27<sup>th</sup>**).

## Course Schedule

**Monday, 6/22**

*Course Overview*

*Bilingualism in a Globalized World*

*Readings:*

Shin, S. (2013) *Bilingualism in schools and society: Language, identity and society*. New York: Routledge. Chapter 2, Bilingualism in a globalized world.  
Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge University Press. Chapter 1, Why a global language

**Wednesday, 6/24**

*Facts and Myths about Language*

*Readings:*

Lippi-Green, Chapter 1, The linguistic facts of life; Chapter 3, The myths of non-accent  
Shin, S. (2013) *Bilingualism in schools and society: Language, identity and society*. New York: Routledge. Chapter 1, Facts and myths about bilingualism; Chapter 6, Social and Conversational aspects of code-switching.

*Linguistic autobiographies*

**Monday, 6/29**

*Language Diversity in the United States*

*Readings:*

Lippi-Green, Chapter 10, The real trouble with Black language; Chapter 11, Hillbillies, hicks and Southern belles: The language of rebels; Chapter 13, The other mirror

*View “American Tongues”*

**Wednesday, 7/1**

*Language Standards*

*Readings:*

Lippi-Green, Chapter 4, the standard language myth; Chapter 5, language subordination; chapter 6, The educational system: fixing the message in stone

**Monday, 7/6**

***Immigrant Populations and the Schools***

*Readings:*

Lippi-Green, chapter 14 Ya basta!; chapter 15, The unassimilable races: What it means to be Asian

Shin, S. (2013) *Bilingualism in schools and society: Language, identity and society*. New York: Routledge. Chapter 7, Educating English learners.

**Wednesday, 7/8**

***Immigrant Families and Cultures***

*Readings:*

Shin, S. (2013) *Bilingualism in schools and society: Language, identity and society*. New York: Routledge. Chapter 9, Multilingual families; Chapter 5, Bilingualism and identity.

Orellana, M., Reynolds, J., Dorner, L., & Meza, M. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38(1), 12-34.

**Monday, 7/13**

***Language, Gender and Identities***

*Readings:*

Goshgarian, G. (Ed.) (2014). *Exploring language*, New York: Pearson. Chapter 9, Language Dynamics: A failure to communicate?

Lippi-Green, Chapter 7, Teaching children how to discriminate.

**Wednesday, 7/15**

***Media and Technology***

*Readings:*

Goshgarian, G. (Ed.) (2014). *Exploring language*, New York: Pearson. Chapter 8, Technology and language: Our digital discourse.

**Monday, 7/20**

***Developing Critical Literacy***

*Readings:*

Lippi-Green, chapter 8, The information industry

Alim, H. S. (2010). Critical language awareness. In Hornberger, N. H. & McKay, S. L. (Eds.) *Sociolinguistics and language education*. Bristol: Multilingual Matters.

Janks, H. (2010). Language, power and pedagogies. In Hornberger, N. H. & McKay, S. L. (Eds.) *Sociolinguistics and language education*. Bristol: Multilingual Matters.

**Wednesday, 7/22**

***Presentations on Language Use Projects***

**ACADEMIC INTEGRITY**

According to UCSC “academic misconduct includes but is not limited to cheating, fabrication, plagiarism, or facilitating academic dishonest or as further specified in campus regulations.” Potential violations will be taken very seriously and will result in consequences as outlined in the university policy at

[http://undergraduate.ucsc.edu/acd\\_integrity/policy\\_1.html](http://undergraduate.ucsc.edu/acd_integrity/policy_1.html)

**USE OF TECHNOLOGY IN CLASS**

Technology is an important asset in learning but it can also be disruptive. Please refrain from texting in class and using computers for non class-related activities.