
University of California, Santa Cruz

Language Diversity and Education

EDUC 140

Summer 2019 Session 2
T/TH 9:00 – 12:30
Physical Sciences 140

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(upon request)

Course Description

This course explores the intersections among language, diversity, and education using language variation as a lens for examining the education of youth, particularly those who have been historically marginalized and/or underserved by schools. The course addresses foundational topics, the relationships between language, ideology, and discrimination; dialect and register variation; educational policy related to the learning of languages and literacy; sociocultural perspectives on how children from a variety of backgrounds are socialized into and through language and literacy in formal and informal settings; and classroom language. Innovative pedagogical approaches will be highlighted in this course.

Course Goals

Language variation will be examined through a number of different and overlapping lenses: linguistic, sociological, psychological, cultural, historical, demographic, pedagogical, political, and ideological. Through class discussion, readings and assignments, you will have the opportunity to consider and critically examine a number of different theoretical and topical perspectives as we seek to understand the circumstances students face in schools and to consider pedagogical approaches and policies that affect or are designed to meet their academic needs. In progressing toward this goal, I also want you to take time to explore what you know, assume, believe, value and question in relation to the topics addressed in this course. Overarching guiding questions of the course include (but are not limited to) the following:

- What are the multilingual and social realities of youngsters from diverse backgrounds both in and out of school?
- How is policy implicated in the lives of these youngsters, their families, and the larger society?
- How could/should policy be implicated in the lives of these youngsters, their families, and the larger society?
- How do schools address the multilingual and social realities of students?
- How could/should schools address the multilingual and social realities of students?

Instructional Philosophy

Throughout the course, students will be expected to: (a) read and comment on a wide variety of readings and other sources that inform the study of language use and variation in educational settings; (b) consider their own linguistic and educational backgrounds and experiences; (c) explore first hand and in greater depth topics related to this course; and (d) learn from the diverse perspectives of their classmates. This course is intended to provide students with opportunities to work collaboratively. Collaborative venues for discussing course-related topics and engaging in class assignments provide us with an opportunity to pool resources, consider alternative perspectives on a topic or issue, and extend our thinking in ways not available to us when we work individually.

Assessment criteria

Reading responses and class participation (40%)

- a. Daily reading response 20%
- b. Class Participation 20%

Assessments (60%)

- a. Project 30%
- b. Final exam 30%

Grading scale

A+ (98-100%)	B- (80-83%)
A (94-97%)	C+ (76-79%)
A- (90-93%)	C (70-75%)
B+ (87-89%)	D (60-69%)
B (84-86)	F (0-59%)

Required texts:

All texts will be provided in Canvas or online.

Course Requirements

Class attendance and punctuality:

Due to the limited number of class sessions during a summer course, I consider one absence understandable but not ideal. Two or more absences will put you in jeopardy of not passing the class. While arriving late once or twice during the course is understandable, patterns of lateness are disruptive to your own learning and the learning of the class. Please plan accordingly! Attendance will be taken through the reading responses at the beginning of the class. Reading responses **cannot** be made up.

Course Readings and Reading Responses:

Read the assigned (by last name) readings **before** the class in which they are discussed. *Rationale: Discussing the readings with partners, small groups, and the entire class will help you reflect on your learning, will challenge your initial thinking, will help you develop your own arguments more clearly, and will lead to a deeper understanding of the themes of the course.* Therefore, reading before class prepares you for these discussions. **You will be asked to respond to a prompt during the first ten minutes of class related to your reading for that class. You will need to write a 3-5 sentence response. Missed reading responses cannot be made up.** To prepare for the reading response you will want to consider the following guiding questions: *What struck you as interesting about this reading? How do points or claims made in this reading relate or compare to those brought up in other readings for this course? What did you find in the reading that you feel will be useful/relevant for your future career? Why? What did you find in the reading that helped you better understand a past experience or important phenomena or event(s)? What aspect of the reading did you find problematic or did you disagree with? Why? What questions did the reading raise for you?*

Participate in class discussions and encourage your classmates to participate:

Rationale: Your own learning and the learning of the rest of the class will be facilitated by open, honest, and respectful discussions with each other regarding the assigned readings, topics introduced in class and the themes of the course. Participation is a two-way street that includes sharing your own comments AND creating conditions conducive to allowing others to share theirs as well. Your participation in the classroom activities (both oral discussions and writing prompts) also helps me follow the developing understandings of individuals and the class as a whole, allowing me to adapt my instruction accordingly.

Project:

Individually you will investigate an educational policy or practice in a local school/district (or in your hometown) which sits at the crossroads of language and diversity for those who have been historically marginalized and/or underserved by schools. You will analyze, amend and justify (through research) changes to that policy or practice to address the multilingual and social realities of the students in that school/district. Each Thursday you will turn in an advance on your project. You will receive formative feedback by the following Tuesday on your advance.

Week 1 – 1 page description of topic and why you think it is important

Week 2 – 1 page documentation of policy or practice (cite school/district literature)

Week 3 – 1 page summary of interview/community study describing the social realities of the students in that school/district.

Week 4 – 1 page description of amendments supported by research

Week 5 – Final Paper and Project poster describing policy/practice, social realities of students, and amendments.

Final Exam:

The final exam will include content from all readings and lectures. You will only have to respond to questions for your reading, however responding correctly to questions about the other readings will count as **extra credit**. The exam will be **open note** (paper format): You can use your **own notes** from your readings (but you may not use the readings) and lectures (lecture outlines will be provided to aid your note taking during lectures, however I will **not** provide Powerpoints from the lectures). *Rationale: You will learn much more as you actively engage with the content as you read and listen to lectures. Taking notes aids in keeping your mind from wandering and to focus on important concepts.*

Calendar of Activities

Calendar is subject to modification

Week/Day	Preparation for Class	In Class Activities
Week 1 Day 1 July 30	Reading: (All) Simons, J. (2012). Why good English is good for you?	Course Introduction Linguistic Biographies Lecture: Language Diversity in the USA (Potowski, 2010)
Week 1 Day 2 August 1	Reading: (A-Mi) Heath, S.B. (1982). What no bedtime story means (Mo-Z) Orellana, M. et al. (2003). In other words	Lecture: Language Variation and Language Socialization (Lippi-Green, 2012, Ch 1; Wolfram & Schilling-Estes, 2016)
Week 2 Day 3 August 6	Reading: (A-Mi) Lippi-Green, R. (2012). Ch. 3 The myth of non-accent. (Mo-Z) Lippi-Green, R. (2012). Ch. 4 The standard language myth	Lecture: Education, Standardization, Subordination, and Accent (Lippi-Green, 2012, Ch 5)
Week 2 Day 4 August 8	Reading: (A-Mi) Gee, J. P. (2004). A Strange Fact About Not Learning to Read (Mo-Z) Michaels, S. (1981). Sharing Time	Lecture: Literacy, Culture & Schooling (Lippi-Green, 2012, Ch 6)
Week 3 Day 5 August 13	Reading: (A-Mi) Lippi-Green, R. (2012). Ch. 13 The Other in the Mirror. (Mo-Z) Shin, S. (2013). Chapter 5 Bilingualism and Identity	Lecture: Bilingualism & Multilingualism (Shin, 2013, Ch 1&8)
Week 3 Day 6 August 15	Reading: (A-Mi) Franquiz et al. (1998) Creating Inclusive Learning Communities. (Mo-Z) Philips, S.U. (2001). Participant Structures and Communicative Competences.	Lecture: Immigrant & Indigenous Languages & Cultures in Classrooms (Gibson, 1987)
Week 4 Day 7 August 20	Reading: (A-Mi) Ching, S.H.D. (2005). Multicultural children's literature as an instrument of power. (Mo-Z) Lippi-Green, R. (2012). Ch. 7 Teaching children how to discriminate.	Lecture: The educational system, literature, & discrimination (Delpit, 1995)
Week 4 Day 8 August 22	Reading: (All) Morrell et al. (2006) Popular Culture and Critical Media Pedagogy (A-Mi) Crystal, D. (2015). Texting. (Mo-Z) Orenstein, P. (2015). I Tweet, Therefore I Am.	Lecture: Media & Technology (Lippi-Green, 2012, Ch 8)
Week 5 Day 9 August 27	Reading: (A-Mi) Bucholtz, M. (2004) Language, gender, and sexuality. (Mo-Z) Mehan, H. (1996). The construction of a LD Student.	Lecture: Gender & Student Identities, Discourses of (Dis)ability.
Week 5 Day 10 August 29	Final Paper Poster Study for Exam	Final Exam Poster Presentations

References:

- Bucholtz, M. (2004). Language, gender, and sexuality. In E. Finegan & J. Rickford, Eds., *Language in the USA: Themes for the twenty-first century*. (pp. 410-429). New York: Cambridge University Press.
- Ching, S.H.D. (2005). Multicultural children's literature as an instrument of power. *Language Arts*, (83)2, 128-136.
- Crystal, D. (2015). Texting In G. Goshgarian (Ed.), *Exploring language* (pp. 241-246). Boston: Pearson.
- Delpit, L. (1995). Language Diversity and Learning In L. Delpit, *Other people's children* (pp. 48-69). New York: The New Press.
- Fránquiz, M. E., & Reyes, M. de la Luz (1998). Creating Inclusive Learning Communities through English language arts: From Chanclas to Canicas. *Language Arts*, 75(3), 211-220.
- Gee, J. P. (2004). A Strange Fact About Not Learning to Read. In J.P. Gee, *Situated Language and Learning: A Critique of Traditional Schooling*. (pp. 7 – 20). New York: Routledge.
- Gibson, M.A. (1987). The School Performance of Immigrant Minorities: A Comparative View. *Anthropology & Education Quarterly* 18(4), 262-275.
- Heath, S. B. (1982). What no bedtime story means: Narrative skills at home and school. *Language and Society* (11), 49-76.
- Lippi-Green, R. (2012). *English with an accent: Language, ideology and discrimination in the United States*. New York: Routledge.
- Mehan, H. (1996). The Construction of an LD Student: A Case Study in the Politics of Representation. In M. Silverstein and G. Urban (Eds.) *Natural Histories of Discourse*. (pp. 253-276). Chicago: University of Chicago Press.
- Michaels, S. (1981). Sharing Time: Children's Narrative Styles and Differential Access to Literacy. *Language in Society* 10, 423-442.
- Morrell, E. & Duncan-Andrade, J. (2006) Popular Culture and Critical Media Pedagogy in Secondary Literacy Classrooms. *International Journal of Learning*, 12(9), 273-280.
- Orellana, M., Reynolds, J., Dorner, L., & Meza, M. (2003). In other words: Translating or "paraphrasing" as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38(1), 12-34.
- Orenstein, P. (2015). I Tweet, Therefore I Am. In G. Goshgarian (Ed.), *Exploring language* (pp.252-254). Boston: Pearson.
- Philips, S.U. (2001). Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom. In A. Duranti (Ed.) *Linguistic Anthropology: A Reader*. (pp. 302-317). Malden, MA: Blackwell Publishing.
- Potowski, K. (2010). Language Diversity in the USA: Dispelling Common Myths and Appreciating Advantages. In K. Potowski (Ed.) *Language Diversity in the USA*. (pp. 1 – 24). Cambridge: Cambridge University Press.
https://books.google.com/books?hl=en&lr=&id=1uIC4wLNaeQC&oi=fnd&pg=PR8&dq=Language+diversity+in+the+USA&ots=U0ui_mAvE&sig=WV14pxrbD-vlou3XEQOtu1S3VO4#v=onepage&q=Language%20diversity%20in%20the%20USA&f=false
- Shin, S. (2013). *Bilingualism in Schools and Society: Language, Identity and Policy*. New York: Routledge.
- Simons, J. (2012). Why good English is good for you? In G. Goshgarian (Ed.), *Exploring language requested* (pp. 152-160). Boston: Pearson.
- Wolfram, W. & Schilling-Estes, N. (2016). Dialects, Standards and Vernaculars. In W. Wolfram & N. Schilling-Estes. *American English: Dialects and Variation*. (pp. 1 – 26). Malden, MA: Blackwell Publishers Inc.

Additional Information:

- **Office hours:** I encourage students to attend office hours if there are any questions or if they wish for additional support. I will always be happy to chat if students encounter difficulties with the material, or simply want to check in!
- **Important 2019 Deadlines:**
Session 2:
Drop: Monday, August 5
Request for “W”: Friday, August 16

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund). For all dates and deadlines, including ‘change of grade option’ (P/NP) and grades due, here is the summer academic calendar:

<https://summer.ucsc.edu/studentlife/index.html> For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

- **DRC Accommodations:**

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two days of the course. At this time, I would also like us to discuss ways we can ensure your full participation in the course. The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you have questions or concerns about exam accommodations or any other disability-related matter, please contact the DRC office, located in Hahn 125 or at 831-459-2089 or drc@ucsc.edu.

- **Academic Integrity**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree. All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC. In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

- **Title IX:**

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors. The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu. The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

- This syllabus can and may be changed throughout the course as needed. An updated syllabus will be uploaded to Canvas if changes are made.