EDG 6931 Multilingual Issues from a Global Perspective

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Office hours: by appointment

This seminar explores key issues and dilemmas in multilingual societies today from an international perspective. We will examine the role of language education in times of globalization and the impact of choices of media of instruction in K-12 school settings as they arise in countries across the world. We will also consider how policy makers, educators, and the media frame multilingual issues in public life and how these discourses affect decision making about languages and literacies at the state, institutional and classroom level. By the end of the course, you will understand the way policies and educational practices shape schooling experiences in multilingual contexts.

Required Readings

Required Text
Conteh, J., & Meier, G. (2014) (Eds). *The Multilingual Turn in Languages Education. Opportunities and Challenges*. Multilingual Matters.

Recommended Books
Hult, F.M., & Johnson, D.C. (2015) (Eds). *Research Methods in Language Policy and Planning*. Wiley Blackwell.

Ricento, T. (2006) (Ed.). *An Introduction to Language Policy. Theory and Method*. Wiley Blackwell.

Required Readings
See Canvas Website for additional required readings .

<u>**Course Website**</u>
Additional class information, announcements, and assignment submissions will be communicated via our online course module in Canvas, which can be found at http://online.education.ufl.edu. You are responsible for checking the website for updates. All assignments should be uploaded to Canvas.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check CANVAS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Gatorlink email. Please remember that the any changes reflected on CANVAS will be the most updated information.

Assignments

Participation (30% of grade)
Class Participation. You are expected to attend all classes. Part of your grade will be determined by your classroom participation, which requires that you are actively engaged with the course content and activities while in class. It is therefore important that you come to class prepared to read, discuss, question, and reflect on the readings. Unexcused absences for a class or for part of the class and/or unprofessional conduct (non-participation, tardiness, distracting behavior, or **use of technology for non-classroom purposes**) will be reflected in your final grade. If you are going to be absent, please email me ahead of time to let me know that you will not be attending class. (10%)

Weekly Reflections. For each of the individually assigned readings, you are expected to submit a reading reflection on Canvas. A reflection is not a summary of the article but your critical reaction to the readings. Reflections should be uploaded on Canvas no later than midnight on the Tuesday before class. This is integral part of your participation grade. (10%).

Online Classes. A few classes will be conducted fully online during the semester. For these weeks, you will receive specific online assignments and are expected check in with the instructor during a synchronous meeting time. Please check the Canvas site for details. This is integral part of your participation grade. (10%).

Article Summary and Synthesis (20%)
The purpose of this assignment to provide you with an opportunity to critically read empirical studies and synthesis your learning. You are expected to identify a minimum of 12 (doctoral students) or 8 (masters' students) empirical studies that help us better understand one of the major LP frameworks discussed in the course. You are encouraged to select articles that are collectively addressing a question that connects to the framework. For the assignment, you are expected to submit on Canvas (1) a summary of the LP framework in your own words highlighting key assumptions and components; (2) provide a one-page summary of each of your selected studies with a complete APA-style reference; and (3) a synthesis of your sense-making and findings from the articles. You are encouraged to work in pairs to identify the studies and summarize the studies (each person must summarize half of the studies). Your framework summary and synthesis must be done individually, however.

Book Chapter Facilitation (15%)
With 3-4 peers, you will review, present and guide a class discussion of one of the book chapters as a group of four or five. Individually, you are to submit a critical review of the chapter. Note that this is not a summary of the chapter but an assessment of the content and research methodology of the chapter. You will be asked to sign up for this assignment in the second week of class. In the weeks you are facilitating a book chapter, you do not have to submit a reading reflection of that chapter.

Final Paper (35%)
The final paper should reflect a policy-to-practice issue through the lens of language ideologies. This can be an analysis of a formal policy (e.g., national or state policy) or informal policy (e.g., family policy, classroom teacher policies). The paper should be based on a project that includes data sources (e.g.,

interviews, policy documents, observations) and data analysis. The final paper should reflect the structure of a traditional research paper.

Course Assessment

Grade Value	Description
30%	Participation, Reading Reflections, and Online Class Engagement
20%	Article Summary and Synthesis
15%	Book Chapter Presentation
35%	Final Paper
Total: 100%	

Grading Scale

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	93-100%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	E	Below 60

*For greater detail information on the meaning of the letter grades and university policies related to them, see the Registrar's Grade Policy regulations at http://wwwregistrar.ufl.edu/staff/grades.html.

Late Work Policy
Be sure to pay close attention to deadlines. There will be no make-up assignments or late work accepted without a serious and compelling reason and prior instructor approval.

Grades in Canvas
Please note that the average grade that is provided in Canvas **is not your final grade**. Grades that you can view in Canvas only reflect the graded assignments that were submitted online. Hardcopy submissions are not calculated in the overall grade shown online.

University Policies and Statements

Accommodations for Students with Disabilities:
The College of Education is committed to providing reasonable accommodations to assist students in their coursework. Students requesting classroom accommodation should first register with the Disability Resource Center (352.392.8565 or www.dso.ufl.edu/drc/) by providing appropriate documentation.

Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Counseling and Student Health:
Students with academic concerns related to this course should contact the instructor in person or via email. If you find that you have trouble keeping up with assignments or other aspects of the course, please be proactive in informing the instructor when difficulties arise during the semester so that we can help you find a solution. Students may also occasionally have personal issues that arise in the course of pursing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with the instructor and/or to seek confidential assistance at the UF Counseling & Wellness Center (352.392.1575). Please visit their website for more information at http://www.counseling.ufl.edu. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352.264.6789.

Honesty Policy:
As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." All students are required to abide by the Academic Honesty Guidelines set forth in the University of Florida Rules - 6C1-4 Student Affairs, 6Cl-4.0l7 Student Affairs: Academic Honesty Guidelines. The following website contains details covering the academic honesty guidelines: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Plagiarism:
Believe it or not, plagiarism has become an issue for some students each semester. Be aware that plagiarism includes copying and pasting in text from PowerPoints and other class materials into your own papers or assignments (e.g., lesson plans). Plagiarism, in one or more instances, on any assignment will result in 0 points for that assignment.

Class Attendance, Make Up Exams, and Other work: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: https://evaluations.ufl.edu. Evaluations are typically opened during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary of these assessments are available to students at: https://evaluations.ufl.edu/results.

Course Agenda Fall 2018
(Note: This is Subject to Change)

Week	Date	Topic/Guiding Questions	Readings and other Assignments
1	8/23	**Introduction: Multilingualism and Education** Overview of the course	Cenoz (2017)
2	8/30	**Part I: Foundations LP Frameworks** What is the field of language policy and how has it changed?	Ricento & Johnson (2005) Shohamy (2001) (Optional: Ricento, 2000; LoBianco, 2018)
3	9/6 ONLINE Class	Online Class - Ruiz's Language Orientations	ALL: Ruiz (1984 & 2010) Group A: Ricento (2005) Group B: de Jong et al (2015) Optional: Petrovic (2005)
4	9/13	Hornberger and Ricento's Onion Metaphor	ALL: Hornberger & Ricento (1996) Group A: Hornberger & Johnson (2007) Group B: Sutton (2001)
5	9/20	Language Ideology & Policies	Bacchi (2000) Woolard & Schieffelin (1994) Book chapter: Andrea Young Optional: de Jong (2013) [US]
6	9/27	Language Ideology Cont. **Part II: Policy to Practice** 💬	Chapter Facilitation 1: Conteh, Begum & Riasat Zhang & Yang (2017)
7	10/4 ONLINE	Research Methods in LP-1	Cassells Johnson Chapter 6 Online assignment
8	10/11	**Globalization and Linguistic Diversity** Guest Speaker: Dr. Dudley Reynolds	Chapter facilitation 2: Meier (Ch. 8) Book Chapter: Owodally
9	10/18 ONLINE	Research Methods in LP-1	TBA Palvianen & Mard Miettinen (2015)
10	10/25	Young learners Guest Speaker: Dr. Marianne Turner: Multilingualism and Policy in Australia	Chapter: Cruickshank Report: LoBianco: Australia
11	11/1	Policy to Practice: Curriculum	Chapter Facilitation 4: Meier (Ch. 6) Manan, David, & Dumanig (2015): Pakistan
12	11/8	Policy to Practice: Teacher as language policy makers	Chapter Facilitation 3: Guangwei Hu & Sandra Lee McKay Chapter Zhang & Hu (2013): China
13	11/15	Policy to Practice: Classroom decisions	Chapter Facilitation 5: Conteh, Copland & Creese

			Book Chapter: Gajo
14	11/22	Policy to Practice: Classroom decisions	Schwartz & Asli (2014): Israel TBA
15	11/29	**Thanksgiving**	
16		Meeting with Instructor	Final Paper Due

The following are a few selected recommended readings (books only) on bilingualism and bilingual education ("classics in the field")

Foundational Works

Appel, R., & Muysken, P. (1987). *Language contact and bilingualism*. Amsterdam: Amsterdam University Press.

Baker, C. (2006). *Foundations of Bilingual Education*. 4th edition. Multilingual Matters.

Cummins, J. (2001). *Negotiating identities. Education for empowerment in a diverse society*. 2nd edition. Los Angeles, CA: California Association for Bilingual Education.

Cummins, J. (2000). *Language, power and pedagogy. Bilingual children in the crossfire*. Tonawanda, NY: Multilingual Matters.

Grosjean, F. (1982). *Life with two languages. An introduction to bilingualism*. Cambridge, MA: Harvard University Press.

Hakuta, K. (1986). *Mirror of Language.* New York, NY: Basic Books.

Romaine, S. (1995). *Bilingualism*. 2nd edition. Malden, MA: Blackwell.

Zentella, A. C. (1997). *Growing up bilingual. Puerto Rican children in New York*. Malden, MA: Blackwell.

Bilingual Schools and Practices

Brisk, M. E. (2006). *Bilingual education. From compensatory to quality schooling*. 2nd edition. Mahwah, NJ: Lawrence Erlbaum.

De la Luz Reyes, M., & Halcon, J. J. (Eds.) (2001). *The best for our children. Critical perspectives on literacy for Latino students*. New York: Teachers College Press.

Faltis, C. J., & Wolfe, P. (1999). *So much to say. Adolescents, bilingualism, & ESL in the secondary school*. New York: Teachers College Press.

Freeman, R. (2004). *Building on community bilingualism. Promoting multilingualism through schooling*. Philadelphia, PA: Caslon.

Olsen, L. (1997). *Made in America. Immigrant students in our public schools*. New York: The New Press.

Valdés, G. (2001). *Learning and not learning English. Latino students in American schools*. New York: Teachers College Press.

Pavlenko, A., & Blackledge, A. (Eds.) (2004). *Negotiation of identities in multilingual contexts*. Tonawanda, NY: Multilingual Matters.