

Community-Based Language Learning (CBLL)
05:300:406:01
Fall 2021
3 Credits

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848-209-7119 <i>The best way to reach me is by email.</i> You may text or call me if needed.	Online (Synchronous) Thursdays, 5-8 pm, on Zoom
Office Hours: by arrangement	Prerequisites or other limitations: See below
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Contact mary.curran@gse.rutgers.edu for special permission number

Faculty Syllabus Statement for Disability Services: (last checked on ODS 3/8/21)

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Learning Goals:

- Apply principles of intercultural conversation
- Become a supportive conversation partner for members of New Brunswick's immigrant communities
- Learn from New Brunswick's linguistically diverse immigrant community, including perspectives on migration and sociopolitical issues
- Gain critical perspectives on language, social identity, and community
- Engage in professional collaboration with community partner organizations
- Reflect on personal journeys with language, culture, identity, and in striving to be a conversation partners and allies to members of immigrant communities

New Jersey Professional Standards for Teachers

2. Standard Two: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances

(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

ii. Essential Knowledge

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii Critical Dispositions

(3) The teacher makes learners feel valued and helps them learn to value each other.

(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning

Course catalog description: The course facilitates university students' intercultural learning by providing tools for and encouraging community engagement. The latter is achieved through English conversation groups offered, in partnerships with organizations from the local community, for emergent bilingual adults. We draw from research across disciplines such as anthropology, linguistics, and sociology, underlining and discussing the sociocultural dimensions of learning a language. This sociocultural approach views language as the central link between person and society, foregrounds language as a social action, and emphasizes conversation as a primary field for negotiating social identity. While it is not possible in one semester to discuss all the issues in depth, we will discuss meanings of language, identity, and community. We will also discuss complexities underlying these concepts, in an era when linguistic diversity, mobility of people, and communication via technologies are the norm. Students have opportunities to learn directly from community members about issues of relevance to today's "globalized" communities and workforces; and to connect their community-based conversations to scholarly research on the issues. Attendance at The Collaborative Orientation and completion of a 30-minute module available on-line, *Working with Minors*, <http://protectminors.rutgers.edu/> may be required. This course addresses both the New Jersey Professional Standards for Teachers (2014) and the Standards from the Council for the Accreditation of Education Professionals (2013).

Language used

Conversation Café: Community-based component of the course, embedded during class times, where students will interact (albeit remotely) with members of New Brunswick's immigrant community

Learning community: Used to refer to the groups of students enrolled and the instructor, and the space of exchange and learning collaboratively created by them.

Students/Facilitators: Those enrolled in this class will be referred to as students, when discussing their role during class discussions or as related to assignments. During the Conversation Cafes, the students will be referred as facilitators. Facilitators act as conversation partners, supporting community members in groups conversations.

Community members/Participants: These terms are understood to be interchangeable, referring to members of local immigrant communities that attend Conversation Cafes to practice their English.

Community Partners: This term refers to community organizations or institutions that work in collaboration with Rutgers GSE. In this course, our main community partner is the [New Brunswick Free Public Library](#).

Engage/participate/interact/communicate: We choose active verbs of engagement versus verbs like “help, support and serve,” in order to demonstrate our asset-based approach to learners and learning, in which all participants bring, draw upon and sustain their strengths through our programming.

Assignments:

1. Weekly reading responses (10%)
2. Class & community participation and engagement (20%)
3. Activity collaboration & planning (30%)
4. Reflection journals (40%)

1. Weekly reading responses (10%)

Students are expected to complete a short response assignment to demonstrate they have read and engaged with the assigned readings for each week. The responses should include a tweet-sized comment and a question. Students are also encouraged to make connections with previous comments posted by their colleagues

- a) Tweet-sized comment: This short comment (~300 characters or 50 words) is intended to share things that stood out for students while engaging with the weekly assigned readings. Some suggested formats include, but are not limited to:
 - i. Sharing a direct citation from the reading, and writing a comment that explains why that citation is interesting or relevant
 - ii. Discussing one new thing the student learned and why it was of interest
 - iii. Discussing one interesting idea and how it could be applied to Conversation Cafés or other areas
 - iv. Responding to what a colleague posted and connecting that to things that stood out to you in the reading.
- b) Question: Along with their comment, students should post at least one question discussing:
 - i. Something they would like to see clarified or expanded on in class
 - ii. Something they would like to discuss or problematize with the group
- c) Connections: The responses will be posted in visual maps on a template provided by the instructor a week before class (see example [here](#)). Students are encouraged to take advantage of

this format, using arrows, connectors, and other visual resources to expand on what their colleagues have posted.

2. **Class & community participation and engagement (20%):**

Students are expected to be present and engaged during every class and Conversation Cafe.

Technology use: Cameras are expected to be on for most of the class, especially during the Conversation Cafes. Students can use their own discretion when choosing to turn their camera off during certain portions. While we will all be in our computers/tablets, students are expected to refrain from performing other activities during class time, unless they are related to the discussion (searching for some information to share with the group, finding an image to use as visual support for a community member, etc).

- a) Class participation (10%): Students are expected to complete assigned readings prior to class, grounding their comments on the readings and referring to textual anchors (quotations, concepts, sections) when applicable. Students are expected to engage in discussions during most of the classes, and each should find their ways to participate at different moments: posting written comments to the chat, unmuting to speak, engaging in small-group discussions in break-out rooms. All are expected to respect and engage with their learning community. Students are encouraged to share reflections and experiences from their time in the Conversation Cafes. At the end of the semester, the instructor will assess the ways in which every student engaged with class discussions, dynamics, and assignments throughout the semester.
- b) Community participation (10%): Students are expected to be well prepared for Conversation Cafes by familiarizing themselves with plans and activities for each session. Students are encouraged to annotate session plans prior to each class by adding comments to:
 - i. Ask any questions, indicating to the instructor what needs to be clarified about the session plan when meeting synchronously.
 - ii. Make any suggestion, indicating for colleagues strategies that could be used to facilitate the activities proposed.

Students are also expected to engage with community members respectfully, employing active listening. Students are expected to collaborate with their peers and participate in reflexive and critical ways during sessions debriefs—thinking together about ways in which we can improve our facilitation and sharing their takeaways from participation.

3. **Activity collaboration & planning (30%)**

The first major assignment for this course involves designing an activity plan with colleagues and leading the whole group in a Conversation Café in which this plan will be enacted. Activity planning will be supported by examples in the Activity Library, in-class activity analysis, brainstorming, & workshop, and a round of feedback by the instructor.

- a) Activity plan draft (10%): The groups will bring a first draft to class by the assigned deadline, receiving initial feedback from their colleagues and the instructor. This draft is expected to have a clear focal language feature and a clear communicative goal. Students are also expected to outline how the activity will happen and make a first draft of the necessary support material (visual support, worksheets, etc.).

- b) **Final activity plan (20%):** After receiving feedback from their learning community, groups are expected to present a polished plan that considers the feedback received. This plan should have detailed instructions for the facilitators, seeking to achieve the communicative goals of the activity. The necessary supporting material is expected to be submitted in a finalized version, also considering feedback, when applicable.
- c) **Activity leading:** Students will plan with their learning community a timeline for leading all activity plans, starting the week after submitting their final version. On the day planned for their activity, each group is expected to make arrangements with the instructor for necessary material/technology, arriving early to get the activity ready.

5. Reflection journals (40%)

The second major assignment for this course requires students to reflect on their own journeys with language, culture, identity, and in the process of becoming a supportive conversation partner while learning from community members.

Your field experience at community organizations provides a space for a dialogue between yourself and your environment. The journal assignments are meant to provide you with an opportunity to engage in an active, critical learning process — a dialogue about your learning. For this assignment, use your own voice. The goals are analysis, communication, and making connections among issues, theories, data, and experiences. Ideally, your journal entries will constitute a record of your thinking during the semester. It is a good idea to occasionally review your journal and write an entry evaluating changes and connections you make. Write about the ways that your thinking has changed, questions you have formed, possible answers to these questions and/or steps you could take to find the answers.

Adapted from Segal, E. (1990). The journal: Teaching reflexive methodology on an introductory level. *Anthropology & Education Quarterly*, 21(2), 121-127.

- a) **In-process journal essays (20% / 5% each):** Students will complete 4 reflection journals of about 2 pages long during the semester. These essays will respond to specific prompts that connect to class discussion topics and readings. Students are encouraged to use their own voice and tap into a more informal register if they want to. Students are not required to follow traditional academic essay structure, as long as they demonstrate an in-depth engagement with the prompt and make meaningful connections among the class readings, their own experiences, and their sociocultural analyses and emerging theories.
 - i. Students are expected to reference any sources they use in their writing. APA format is recommended. Students should engage with at least one of the course readings in each of their essays.
 - ii. Students will receive a link to an individual online document, where they will add 4 journal entries.
- b) **Final reflection essay (20%):** The final journal assignment is a formal essay, about 4-page long, using APA style—including a title, in-text citation, and a reference list.
[Resource for APA style](#)

Students are expected to synthesize what they have learned from community members during Conversation Cafés. They should use their journal to document experiences and reflect on

what they have learned about language, community, individual and collective life, and the perspectives of people with experiences different than your own. Students will be supported through in-class brainstorming and workshops, where they will receive input and feedback from their learning community. They should draw from the notes and prompts used in the in-process reflection essays.

- i. Connections with literature: Students are expected to include at least 3 relevant references to 3 different class readings (direct quotations, paraphrase, or discussion of concepts/arguments), engaging with them and connecting them to their experiences across the semester.
- ii. Concrete examples: Students are expected to reference what they learned directly from community members, providing concrete examples, and demonstrate connections with the literature and how concepts were applied in the course and program.

Grading policy:

<i>Grade</i>	<i>Percent</i>
A	93.00-100.0%
B+	88.00-92.99%
B	83.00-87.99%
C+	78.00-82.99%
C	70.00-77.99%
F	Under 70%

Academic Integrity Policy:

Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

[Canvas](#)

[Visual syllabus](#)

Course Schedule

#	Date	Topic	Assignments & Readings
1	09/02	Arc of the course General orientation	-READ Remen, N. (1999). <u>Helping, Fixing or Serving.</u> -POST Response to reading on visual map
2	09/09	Approach to language learning	-READ Smith, M. K. (2009). <u>Jean Lave, Etienne Wenger and communities of practice</u> -READ Blommaert, J. (2015). <u>Teaching the Language that Makes One Happy.</u> -POST Response to reading on visual map
3	09/16	Asset-based orientation Empathy	-SUBMIT Reflection essay 1 on Canvas -READ Dooley, K. (2009). <u>Intercultural conversation: Building understanding together. Journal of Adolescent & Adult Literacy, 52(6), 497-506.</u> We will discuss examples of

			<p>conversations in class.</p> <p>-READ Larrotta, C. & Serrano, A. (2011) <u>Adult learners' funds of knowledge: The case of an English class for parents.</u> <i>Journal of Adolescent & Adult Literacy</i>, 55(4), 316-325.</p> <p>-POST Response to reading on visual map</p>
4	09/23	Getting to know the community	<p>-READ Mann, A. (2011). <i>Crossroads of the world: New Americans in Middlesex County, New Jersey.</i> Rutgers Eagleton Institute of Politics, Program on Immigration and Democracy.</p> <p>-READ <i>Bending Toward Justice</i> (2014). New Labor & Rutgers University.</p> <p>-POST Response to reading, questions for New Labor guests</p>
5	09/30	How can we be allies? ASYNCHRONOUS	<p>-SUBMIT Reflection essay 2 on Canvas</p> <p>-READ Bender, S. W. (2007). Old Hate in New Bottles: Privatizing, Localizing, and Bundling Anti-Spanish and Anti-Immigrant Sentiment in the 21st Century. <i>Nevada Law Journal</i>, 7, 833–894.</p> <p>-READ Auerbach, E. (1993). Re-examining English-only. <i>TESOL Quarterly</i>. 27(1) 1-18.</p> <p>-POST Response to reading on visual map</p> <p>-COMPLETE activity on Dream Zone training (by 10/07)</p> <p>-WATCH community-engaged learning video (by 10/07)</p> <p>-PARTICIPATE in asynchronous discussion (by 10/07)</p>
6	10/07	1 st Conversation Café	<p>-REVIEW/ANNOTATE session plan</p> <p>-MEET with your group to discuss facilitation</p>
7	10/14	2 nd Conversation Café Community investment What makes a good activity?	<p>-READ Norton, B. (2000). Chapter 1. <i>Identity and Language Learning.</i></p> <p>-POST Response to reading on visual map</p> <p>-REVIEW/ANNOTATE session plan</p> <p>In class: discussing survey results; analyzing an activity plan.</p>
8	10/21	3 rd Conversation Café Funds of knowledge	<p>-READ Freire, P. (1981). The importance of the act of reading. <i>Journal of Education</i>, 5-11. Boston University.</p> <p>-POST Response to reading on visual map</p> <p>-REVIEW/ANNOTATE session plan</p>

			-BRING ideas for activity plan group assignment In class: activity plan brainstorming
9	10/28	4 th Conversation Café Activity planning	-SUBMIT activity plan draft -REVIEW/ANNOTATE session plan In class: activity plan workshop
10	11/04	5 th Conversation Café Emerging bilinguals' experiences in schools	-SUBMIT final activity plan -READ Vuong, O. (2016). Surrendering. <i>New Yorker Magazine</i> , June 6/13. -WATCH short movie " Immersion " -POST Response to reading on visual map -REVIEW/ANNOTATE session plan In class: planning of timeline for activity leading
11	11/11	6 th Conversation Café Negotiation intercultural encounters ~groups will lead activity plans~	-SUBMIT Reflection essay 3 on Canvas -READ Palpacuer Lee, C., Curtis, J.H. (2017). "Into the Realm of the Politically Incorrect": Intercultural Encounters in a Service-Learning Program. <i>International Journal of Multicultural Education</i> , 19(2), 163-181. -POST Response to reading on visual map -REVIEW/ANNOTATE session plan
12	11/18	6 th Conversation Café Integration ~groups will lead activity plans~	-READ Blommaert (2016). New Forms of Diaspora, New Forms of Integration. http://alternative-democracyresearch.org . -POST Response to reading on visual map -REVIEW/ANNOTATE session plan
	11/25	Thanksgiving break – Enjoy!!	
13	12/02	Last Conversation Café ~groups will lead activity plans~	-SUBMIT Reflection essay 4 on Canvas -REVIEW/ANNOTATE session plan
14	12/09	Reflection on our journeys	-READ Banks (2008). Diversity, group identity, and citizenship education in a global age. <i>Educational Researcher</i> , 37(3), 129-139. -POST Response to reading on visual map -BRING outline for final essay

			In class: final essay workshop
15	12/16	NO CLASS	-SUBMIT final essay on Canvas -COMPLETE your course evaluation (SIRS) survey