RUTGERS
Graduate School of Education

Rutgers, The State University of New Jersey

015:253:537:01 LANGUAGE IN SOCIETY
Spring 2021
Remote Instruction: Mon 4:30 – 7:30 (alternating synchronous and asynchronous weeks)

Instructor: Sarah Gallo *(She/her/hers)*	**Email:** sarah.gallo@rutgers.edu (Please allow 24 hours for response M-F)
Virtual Office Hours – Wednesday 3-4pm OR by appointment	**Prerequisites or other limitations:** Admission to the Teacher Education Program (for pre-service teachers)
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid ___ Online __X_ Other: Remote	**Permission required:** __ No _x_ Yes Directions about where to get permission numbers: *KEN.TUFO@GSE.RUTGERS.EDU*

Learning Goals:
- To acquire knowledge critical to the teaching and learning of language in social interaction.
- To become familiar with and personally reflect upon language phenomenon related to language ideologies, raciolinguistics, language policies, language and identity, language contact and variation, and anti-racist language pedagogy in your own life and classroom.
- To design classroom instruction that accounts for the intersections of language and power in asset-based ways.

Course Description:
The main goal of this course is to provide current and future teachers, researchers, and practitioners with an understanding of language as a social phenomenon and how it shapes or is shaped by society. We will discuss how social factors influence language use, maintenance, and loss. We will review research on how language reflects and reinforces race, class, gender, and ethnicity in everyday interactions, educational settings, and other professional settings with an orientation toward identifying and changing bias at the interpersonal as well as institutional level.

Disability Services:
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 documentations: 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 on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Overall Course Policies:

- *Synchronous Weeks:* Our class will meet synchronously online via Zoom every other Monday from 4:30- 7:30pm. Every student is expected to attend each of the 7 synchronous sessions. If an emergency occurs, please contact the instructor as soon as possible to let her know you will be absent. (Dates: 1/25; 2/8; 2/22; 3/8; 3/29; 4/12;4/26)
- *Asynchronous Weeks:* The remaining weeks will occur asynchronously. You will watch recorded presentations, complete activities and submit products from these activities for credit. There will be several times in which you will have to meet with a sub-group of students synchronously, that you will coordinate based on your own schedules. (Dates: 2/1; 2/15; 3/1; 3/22; 4/5; 4/19)
- *Deadlines:* Students are expected to complete all assignments on time. For each day that an assignment is late, a penalty of 10% (per day) will be assessed. **Late work will only be accepted without penalty by prior arrangement or in the case of an unforeseeable event.**
- *Pandemic:* I maintain the same high expectations for all student and I also realize we are in a global pandemic, which requires flexibility and understanding. **If challenges arise, please reach out to me so I can problem solve with you.** My goal is to support you and to foster a space in which we all support one another. I hope we can all offer each other grace and kindness as we navigate remote learning in this course together.

Your Well-Being and Campus Supports

It is common to face challenges during college and graduate school, especially during challenging times like a pandemic. Please get to know these campus-based resources and reach out if there is any way I can be helpful: https://socialwork.rutgers.edu/personal-support-new-brunswick

Zoom Class Norms:

Please read over the detailed Zoom expectations for our synchronous sessions. In brief, you can decide if and when you would like to use your video cameras during our whole group and breakout sessions and I expect you to participate using the audio features unless there are extenuating circumstances (in which case you can use the chat function). Have your preferred name and an image (profile picture, Avatar/Memoji, or an image you like) on your screen.

Caretaking:

At all times I strive to be inclusive to caretakers, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in caretaker status.

Equity, Diversity, & Inclusion:

In this course I strive to foster an environment that addresses equity, diversity, and inclusion. Content-wise we reflexively engage with topics related to privilege, oppression, and language ideologies and explicitly seek to interrogate how anti-Blackness, often through subconscious positionings' of Black people's language as 'bad English,' permeates learning and teaching. As a learning community I invite us to be aware of and collectively address how taken for granted norms in our educational institutions, that are often reflective of white supremacist values that have become normalized, may discount our diverse knowledges, languages, and experiences. I hope we can be attuned to addressing these inequities within our collective learning.

Grading:

A	90-100%	C+	75-79%
B+	85-89%	C	70-74%
B	80-84%	F	69% or below

Academic Integrity Policy:
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/academic-integrity-policy/ for a full explanation of policies.

Technical Assistance:
We will be using Canvas as a learning environment for this class and Zoom for our synchronous class sessions. Students will therefore need to have access to the Canvas course management system, the shell associated with this course, and Zoom (directly to our course site). Please make sure you are familiar with Canvas and Zoom by the beginning of the semester. Please contact the Canvas Support Center if you are having troubleshooting issues.
Canvas Support Email: help@canvas.rutgers.edu Phone: 877-361-1134
This link will help you get started with Zoom https://support.zoom.us/hc/en-us/articles/360034967471-Quick-start-guide-for-new-users
This link will help you get started with Canvas: https://tlt.rutgers.edu/getting-started-canvas-students

Required Text:
1. Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.
All other readings will be available as PDFs on our Canvas Site

Expectations: This class is a 3-credit class. This includes 3 hours of "in-class" work each week with the instructor and the other students and an expectation that each student will spend at least another 5 hours per week on out-of-class work. During our synchronous weeks we will spend these 3 hours together remotely, and during asynchronous weeks you will go through presentations and related activities and products at your own pace. To receive an "A" in this class, you should expect to do more than the minimum in time, effort, and quality of work.

Assignments:
Participation and Attendance: 10%
The class is a learning community that depends on respect, cooperation, professionalism, and communication among all of us. This includes joining our class on time, being prepared for each day's work, completing assignments in a timely manner, contributing to discussions and problem solving, and supporting other people's participation. It also includes polite and respectful expression of agreement or disagreement – with support for your point of view and arguments – with other students and with the professor. It does not include arriving late or leaving early unless there are unforeseen circumstances out of your control. If you must miss any class or part of a class, please contact me in advance (sarah.gallo@gse.rutgers.edu). Missing more than 1 synchronous session may result in a full letter grade reduction.

Readings & Reading Summaries (RS): 10%
You are expected to complete ALL reading/media assignments prior to the corresponding class session and to be prepared to discuss them orally with others in class or in writing through written reflections. Each week you will upload a brief summary **for each reading/media with an * on the syllabus** prior to our class session. I have provided a template to use. Each RS entry entails a 2-4 sentence summary, 3-5 key terms and definitions, 1+ connections to your teaching, questions you have, and an optional section for connections to other readings. This assignment is meant to help you document and organize your learning across the semester. The amount of detail you include depends on what works best for your own learning. See rubric for grading. Those uploaded after that week's class time (4:30pm on Monday) will not receive credit. No reading summary is required for Week 1's readings.

Asynchronous Products: (12%)
During the asynchronous weeks you will complete all readings and upload your reading summary by Monday at 4:30pm. You will then watch the recorded session materials for that week and follow the instructions to complete a small product based on that session. You will upload this product for a grade.

Photovoice Project: (20%)
For this assignment you will gather images from your life as a student who uses language in learning, you will discuss and analyze those photos with your small group, you will narrate those photos, and you will organize them into a presentation that tells other people (classmates, professors, the university, policy makers) what it is like/has been like to be you, and in particular your experiences using language in your learning life. The components of this project are spread across weeks 2-5.

Language, Society, and My Roles as an Educator (18%)
Over the course of the semester you will create several products in which you bring together content from our course for various audiences related to teaching. Across these assignments you will practice advocating for your language and pedagogical choices by drawing upon your experiences and research to support your decisions. All except the first will be completed in your small groups (Exceptions can be made if individual work is needed). Detailed guidelines and rubrics will be provided for each assignment.

1. **Practice Artifact & Reflection:** Following the instructions for the Lang Ed Poster Session, select 1 sample artifact to present and write your answer to the three reflection questions. You will present this artifact and reflection to your group for feedback, revise it, and submit a polished version of artifact and responses. (Individual, Due 3/7)
2. **Schoolboard Letter for Heritage Language program:** Write a 1-2 page letter to your local school board advocating for a Heritage Language program strand OR write a **Letter to principal in support of translanguaging pedagogies:** Write a 1-2 page letter to your school principal explaining the benefits of translanguaging pedagogies and why you proactively adapt them in your classroom. (Group, Due 3/22)
3. **Valuing Students' Languages Video/Flyer:** Create a video short (Medina style) or 1 page flyer in which you advocate for why it is important to value a specific language variety. Offer strategies of how respond pedagogically when students bring these linguistic resources to the classroom. (Group, Due 4/12)

Final Project (30%) (Due 5/3)
For this final project you will bring together core research from this course with your teaching. You are welcome to complete the final project with other students or on your own. I offer several options for final projects, or you may propose your own.
1. Revise or design a unit plan related to a theme from the course and include 1 sample lesson (using the EdTPA template).
2. Design a 3 hour professional development session for educators centered on a topic from this class. Include a detailed lesson plan and all material you would use.
3. Inspired by April Baker-Bell's book or http://www.blacklanguagesyllabus.com/, design a lesson and activities for students or a product for a specific audience related to critical approaches to language and society. Pages 86-87 or examples in Chapter 6 offer many inspiring ideas.
4. Additional Option: Send me an email proposing a separate option for my approval.

Full Course Schedule by Week

A: Asynchronous: RS due Mon. 4:30 and instructor presentations released at this time
S: Synchronous: RS due at 4:30 and session held Monday 4:30 – 7:30
Each Reading/Media with a * should be included in your Reading Summary for the Week
GRP: Group Work is Required Outside of Synchronous Class Time (Only occurs during asynchronous weeks, when everyone should have availability during our normal M 4:30-7:30 class time if needed).

#	Date	Theme	Readings & Media	Key Topics	Due
1S	1/25	**Language Ideologies & Antiracism**	1.*Lippi-Green (2004): Lang ideology and lang prejudice 2.*Kendi (2019): Ch 1: Definitions 3.WATCH: Presentation: conociendo el curso	Lang ideologies Antiracism Course overview	-Complete readings, read syllabus, and watch presentation on course (1/25)
2A	2/1	**Raciolinguistics**	1.*Flores & Rosa (2015) 2.*Baker-Bell (2020) Ch 1: Introduction 3.Raciolx Blog post 4. *WATCH: Do Black Lives Matter in Bilingual Ed? 4:55-14:25	Asynchronous modules - Raciolx Race, language, & education Groupwork	-Reading Summary (2/1) -Week 1 Photovoice (2/1) -ASYNCH 2
3S	2/8	**Language & Identity**	1.*Fuller & Leeman (2020) Ch 6: Lang & ID 2. *WATCH: Medina short #1, #2, #3 3. *WATCH Ascenzi-Moreno video: 3:27-8:54	Lang & Identity Photovoice group work	- RS (2/8) -Week 2 Photovoice (2/8)
4A	2/15	**Language Policy & Society**	1.*Shin (2017): Ch 3: Politics of Bilingualism 2.*Fuller & Leeman (2020): Ch 10: Structural Aspects of Spanish in the US 3. WATCH: Medina short: #4	History of lang policy Diglossia, speech community Variation, innovation Artifact assignment	-RS (2/15) -GRP: Week 3 Photovoice -ASYNCH 4
5S	2/22	**Family Language Policy**	1. *Shin (2017) Ch 9: Multilingual Families	Family Language Policy Day in the life Photovoice presentations	-RS (2/22) -Week 4 Photovoice Presentations in class (2/22)
6A	3/1	**Language Policy & Schools**	1.*Shin (2017) Ch 8: Educational Models that Promote Additive Bilingualism 2.*WATCH: Potowski TED Talk	Schooling models for EBs	-RS (3/1) GRP: Draft of Artifact (3/5) -Artifact & reflection (3/7) -ASYNCH 6
7S	3/8	**Heritage Language (HL) Teaching**	1. *WATCH: Potoswki HLL talk 0-35:38; 52:56-1:03 2.*Beaudrie et al. (2014): Ch 4: Goals & Principles of HLL	Heritage Language Learning	-RS (3/8)
8	3/15	**SPRING BREAK**			
9A	3/22	**Translanguaging**	1.*Ascenzi-Moreno & Quiñones (2020) 2.*WATCH: Translanguaging overview video 3.*WATCH Translanguaging & pedagogy: 32:40-41:42 4.WATCH Medina shorts: #5, #6	Translanguaging Guided Reading & Adaptive Assessments	-RS (3/22) -GRP: Letter to school board or Letter to principal (3/22) -ASYNCH 9

10S	3/29	**Antiracist Black Language Pedagogy Pt 1**	1.*Baker-Bell (2020) Ch 2: What's Anti-Blackness Got to Do with It? 2.*Baker-Bell (2020) Ch 3: Killing them Softly 3. WATCH: 'Ebonics 101'	Anti-racist Black Language pedagogy	-RS (3/29)
11A	4/5	**Antiracist Black Language Pedagogy Pt 2**	1.*Baker-Bell (2020) Ch 4: Scoff No More 2.*Baker-Bell (2020) Ch 6: "THUG LIFE" 3.EXPLORE: http://www.blacklanguagesyllabus.com/	Anti-racist Black Language pedagogy Final Assignment Details	-RS (4/5) -GRP: Video Short or flyer (4/12) -ASYNCH 11
12S	4/12	**Language, Education, Immigration & Transnational Schooling**	1.*Gallo (2017): Ch 6: Undocumented Status and Elementary Schooling 2. *Rogers et al. (2017): Teaching & Learning in the Age of Trump: Executive Summary, Sect 5, Sect 7 3. *EXPLORE 1 dimension in the childhood migration website	Undocumented status and schooling Migration and binational schooling	-RS (4/12)
13A	4/19	**GROUP WORK: Present drafts of final assignment with constructive group feedback**			-GRP: Meet w/ group asynchronously with drafts of final assignment materials -ASYNCH 13
14S	4/26	**Looking Forward & Looking Back**	N/A	Reflection over semester Goal Setting Gratitude	
15	5/3	**NO CLASS SESSION: FINAL MATERIALS DUE by 11:59pm**			

New Jersey Professional Standards for Teachers (2014)1:
6A:9C-3.3 Standards for professional learning
6A:9C-3.4 Requirements for individual teacher professional development planning and implementation
6A:9C-3.10 State Committee on Professional Learning

NJ Professional Standards for Teachers
The Learner and Learning (Standards One-Three)
1. Learner Development
2. Learning Differences
3. Learning Environments

Content Knowledge (Standards Four-Five)
4. Content Knowledge
5. Application of Content

Instructional Practice (Standards Six-Eight)
6. Assessment
7. Planning for Instruction
8. Instructional Strategies

Professional Responsibility (Standards Nine-Eleven)
9. Professional Learning
10. Leadership and Collaboration

Council for the Accreditation of Education Professionals (CAEP) (2013)
Standard 1: Content And Pedagogical Knowledge
The provider ensures that candidates develop a deep understanding of the critical concepts and
principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the
learning of all students toward attainment of college- and career-readiness standards.
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 In TASC standards at the appropriate
progression level(s)2 in the following categories: the learner and learning; content; instructional
practice; and professional responsibility.

References:
Ascenzi-Moreno, L. & Quiñones, R. (2020). Bringing bilingualism to the center of Guided Reading instruction. *The Reading Teacher, 0*(0), 1-10.

Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy.* Routledge.

Beaudrie, S. Ducar, C. & Potowski, K. et al. (2014). *Heritage language teaching: Research and practice.* McGraw Hill.

Flores, N. & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review, 85*(2), 149-171.

Fuller, J. & Leeman, J. (2020). *Speaking Spanish in the US: The sociopolitics of language.* 2nd Edition. Multilingual Matters.

Gallo, S. (2017). *Mi padre: Mexican immigrant fathers and their children's education.* New York: Teachers College Press.

Kendi, I. X. (2019). *How to be an anti-racist.* New York: One World.

Lippi-Green, R. (2004). Language ideology and language prejudice. In E. Finegan, & J. Rickford (Eds.), *Language in the USA: Themes for the twenty-first century* (pp. 289-303). Cambridge University Press.

Rogers et al. (2017). Teaching and Learning in the Age of Trump: Increasing Stress and Hostility in America's High Schools. UCLA's Institute for Democracy, Education, and Access. Accessed from https://idea.gseis.ucla.edu/publications/teaching-and-learning-in-age-of-trump

Shin, S. (2017). *Bilingualism in schools and society.* New York: Routledge. 2nd Edition.

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[1] http://www.state.nj.us/education/code/current/title6a/chap9.pdf