

Term Information

Effective Term Autumn 2023
[Previous Value](#) Summer 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- 1) Make the course a GE Lived Environments
- 2) Change the course title to 'Language, Diversity, and Education'
- 3) Revision of course to align with GE Lived Environments and to be appropriate for a broader student audience (beyond EHE)

What is the rationale for the proposed change(s)?

Educational settings are excellent environments in which to examine issues of language, diversity, ideology, and social and political practice. Undergraduate students learn new concepts and skills for examining the linguistic environments they experience, and they learn how to apply these concepts and skills to the construction of more equitable environments.

The original 4303 was already a good fit for the GE Lived Environments, and alignment with the GE requirements improved the course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	4303
Course Title	Language, Diversity, and Education
Previous Value	Linguistic Diversity in Education
Transcript Abbreviation	Lang Diversity
Previous Value	Ling Diversity
Course Description	This course is designed to develop your critical language awareness with respect to language diversity and to prepare you to engage effectively with linguistically diverse populations in educational contexts. We explore language diversity, how it shapes teaching and learning, and how we can reshape linguistic environments to make them more equitable.
Previous Value	Prepares students to work effectively with linguistically diverse populations in educational contexts and includes an introduction to linguistic diversity and how it shapes teaching and learning.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Sometimes
Does any section of this course have a distance education component? Yes

Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>Yes, 100% at a distance, Greater or equal to 50% at a distance, Less than 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	none
<i>Previous Value</i>	
Exclusions	none
<i>Previous Value</i>	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Junior, Senior</i>

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Lived Environments
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify aspects of language diversity that are salient in the United States, particularly in educational settings.
- Recognize and critically analyze linguistic discrimination and its connections to race, ethnicity, sexuality, religion, class, gender, and nationality from a socio-political perspective.
- Reflect upon and critically examine the ways that language ideologies shape what counts as good speaking, reading, and writing in schools and society more widely.
- Explain the nature and importance of linguistically-informed and linguistically-responsive approaches to teaching that value and leverage students' out-of-school language varieties and practices for school-based learning
- Articulate a pedagogical philosophy and design a pedagogical plan that affirm and draw upon students' bi/multidialectal and/or bi/multilingual language and literacy resources to support students' school-based learning
- *Following successful completion of this course, the student will be able to*

Previous Value

- 1) *Communicate a solid understanding of linguistic diversity (English language variation and bi-/multilingualism) and why it matters for educators.*
- 2) *Apply this understanding of linguistic diversity to the identification, development, adaptation, and application of practices and materials that may be used to the creation of linguistically inclusive & supportive learning environments.*

Content Topic List

- Our linguistic diversity, our linguistic repertoires
- Language change and language variation
- Critical language awareness
- Language ideologies and linguistic discrimination
- Language policies in education, Native American languages
- Standardized American English, Academic Language
- Linguistically responsive and asset-based pedagogy
- Regional and cultural varieties of English
- African American English
- Language contact, Creoles
- Spanish in US schools, bilingual and dual language education
- Codeswitching, translanguaging in the classroom
- Critical language awareness for teachers and students

Previous Value

- *Language awareness*
- *Why educators need to understand linguistic diversity*
- *Language policies, ideologies, identities*
- *Standard English?*
- *regional, cultural, ethnic varieties of english*
- *assessment and english language variation*
- *code switching*
- *English language learners and L2 educational contexts*
- *Bilingualism and learning in a second language*
- *teaching English language learners*
- *supporting students, families, and teachers*
- *assessment and English language learners*

COURSE CHANGE REQUEST
4303 - Status: PENDING

Last Updated: Bagent,Aaron Michael
12/09/2022

Sought Concurrence
Previous Value

No
Yes

Attachments

- EDUTL4303QM.pdf: QM Final approval
(Other Supporting Documentation. Owner: Abukar,Zayd)
- EDUTL 4303_EHEsyllabustemplate_v39[48] QM approved 27 Oct 2021 edited LC Moore 27 Sept 2022.pdf:
Updated syllabus
(Syllabus. Owner: Abukar,Zayd)
- EDUTL 4303 distance_approval_cover_sheet submitted by Moore LC 7 Dec 2021.docx: cover sheet
(Other Supporting Documentation. Owner: Abukar,Zayd)
- EDUTL 4303 Moore submission-lived-environments 29 July 2021.pdf: EDUTL 4303 ELO form 29 July 2021
(Other Supporting Documentation. Owner: Abukar,Zayd)

Comments

- - Please make effective term AU23. It is too late for SP23 requests. (These should have reached the Registrar's Office on Sept 1.)
- The title on the form has not been changed. *(by Vankeerbergen,Bernadette Chantal on 12/09/2022 02:46 PM)*
- This was originally approved at EHE Curriculum Committee on 9/13/21. The original request was returned to EHE to clean up attachments but no one was able to delete. Thus, this old request was canceled and this new one was created. *(by Bagent,Aaron Michael on 12/06/2022 02:54 PM)*
- Updated syllabus and supporting documentation uploaded on behalf of Leslie Moore *(by Abukar,Zayd on 10/03/2022 03:05 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Abukar,Zayd	12/06/2022 02:38 PM	Submitted for Approval
Approved	Abukar,Zayd	12/06/2022 02:39 PM	Unit Approval
Approved	Bagent,Aaron Michael	12/06/2022 02:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/09/2022 02:48 PM	ASCCAO Approval
Submitted	Bagent,Aaron Michael	12/09/2022 03:07 PM	Submitted for Approval
Approved	Abukar,Zayd	12/09/2022 03:17 PM	Unit Approval
Approved	Bagent,Aaron Michael	12/09/2022 03:18 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/09/2022 03:18 PM	ASCCAO Approval



EDUTL 4303:

LANGUAGE, DIVERSITY AND EDUCATION

TERM Spring 2022, 3 credit hours, Undergraduate

Instructor: Leslie C. Moore

Email: moore.1817@osu.edu

Office Hours: By appointment, online and in-person

Course Information

Course times and location: Asynchronous: there are no required sessions when you must be logged in to Carmen at a scheduled time.

Mode of delivery: This course is 100% online.

Course Overview

Description / Rationale

This course is designed to develop your critical language awareness with respect to language diversity and to prepare you to engage effectively with linguistically diverse populations in educational contexts. We explore language diversity, how it shapes teaching and learning, and how we can reshape linguistic environments to make them more equitable. We have two overarching and intertwined goals: (1) to learn how to recognize and critically examine ideologies about language diversity that shape educational policy and practice in the U.S. and (2) to learn how to recognize and understand the linguistic resources of diverse students in order to leverage these resources for learning in classrooms and beyond.

Language diversity refers to the presence of different languages (e.g., English, Spanish, Arabic, Somali, Russian, etc.) and/or different varieties of the same language (e.g., Standardized American English and non-standardized varieties such as African American English, Appalachian English, Southern English, etc.).

This course is not just about language, because language, culture and politics are deeply intertwined. As we learn about multiple forms and dimensions of language diversity, we examine

- meanings that people associate with perceived linguistic differences,
- consequences these meanings may have in educational contexts, and
- ways we can further develop and apply our critical language awareness in order to counter linguistic discrimination and support the learning of linguistically minoritized.

Relation to Other Courses

As part of the Lived Environments category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

General Education Expected Learning Outcomes

Themes: General

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Theme: Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

- 1.1 Engage with the complexity and uncertainty of human-environment interactions.
- 1.2 Describe examples of human interaction with an impact on environmental change and transformation over time and across space.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

- 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 2.2 Describe how humans perceive and represent the environments with which they interact.
- 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

This course fulfills these learning outcomes by guiding and supporting students' (1) examination of the interactions between humans and the linguistic, cultural, and socio-political environments of U.S. schools and (2) analysis of perceptions of, discourses about, and policies and practices related to language diversity and the education of linguistically minoritized children and youth. Specifically, students will:

- 1.1 Examine the diversity, complexity, and uncertainty of linguistic environments within schools and in everyday life.
- 1.2 Examine the nature and significance of changes in how language diversity is conceptualized and addressed in educational contexts.
- 2.1/2.2 Describe, analyze, and discuss with peers their own perceptions of, beliefs about, experiences with, and responses to language diversity, as well as ongoing changes therein.
- 2.3. Analyze and critique language ideologies that shape policies, practices, and discourses in educational environments.

Articulate a pedagogical philosophy and design a pedagogical plan that affirm and draw upon students' bi/multidialectal and/or bi/multilingual language and literacy resources to support students' school-based learning.

Prerequisites: None

Prerequisite Knowledge: None

Learning Objectives

By the end of this course, students will be able to:

1. Identify aspects of language diversity that are salient in the United States, particularly in educational settings.
2. Recognize and critically analyze linguistic discrimination and its connections to race, ethnicity, sexuality, religion, class, gender, and nationality from a socio-political perspective.
3. Reflect upon and critically examine the ways that language ideologies shape what counts as good speaking, reading, and writing in schools and society more widely.
4. Explain the nature and importance of linguistically-informed and linguistically-responsive approaches to teaching that value and leverage students' out-of-school language varieties and practices for school-based learning
5. Articulate a pedagogical philosophy and design a pedagogical plan that affirm and draw upon students' bi/multidialectal and/or bi/multilingual language and literacy resources to support students' school-based learning

Course Materials

Required

Assigned articles and chapters from other sources will be made available through Carmen. We will also use several web-based resources, including podcasts and YouTube videos. Resources are also listed in the Course Schedule below.

Course Requirements/Evaluation

Grades

Course responsibilities will be weighted in the following manner:

Assignment / Category	%
Weekly Discussion Posts	30%
Small Papers 1. Turning in Linguistic Diversity (10%) 2. Language Discrimination in Everyday Life (10%) 3. Language Ideologies Experience (10%) 4. Looking back, Looking ahead (10%)	40%
Classroom Philosophy and Plan (Final Project) Outline + concept map (5%) Final product (25%)	30%
TOTAL	100%

For each assignment, you will receive points. At the end of the course, I will assign letter grades, following the OSU standard scheme (below)

Late Assignments

Weekly discussion posts cannot be made up after the module in which they are due. This is because weekly discussion posts are how you attend and participate in class (in-leu of in-person class discussions). For this assignment, your 2 lowest scores will be dropped before your final grade is calculated (this includes any zeros for missed assignments).

In case of Small Papers and Final Project, late submissions are deducted 10% for each day not turned in unless the student informs the instructor 48 hours before the due date and has renegotiated another deadline for that assignment.



Grading Scale

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

Assignment Descriptions

Weekly Discussion Posts (30%)

Due on the Friday of each week

Throughout the semester, you will reflect on what you're learning in the course and demonstrate your understanding of course content through participating in weekly discussion boards of brief written assignments. The prompts and how you are asked to respond will vary week to week. Please do not write a summary of what you have read. Rather, your written reflections should represent your own critical analysis of what you have learned using examples, ideas, and information from readings to support your message. Quotations are welcome, but don't fill up your word count with someone else's words. You will post your written reflection under the group discussion space or in the drop box assigned to you each week. Your reflection should not be less than 300 and not more than 400 words. Discussion posts cannot be made up after the day they are due because they are how you attend and participate in class. Your 2 lowest scores will be dropped before your final grade is calculated.

Small papers (10% x 4 = 40%)

Small papers are 700-1000 words. You will submit to Carmen as a Word Doc, double-spaced, size 12 font, 1" margins, with a reference list.

1) Tuning into Linguistic Diversity (10%)

The purpose of this paper is to critically analyze linguistic diversity in schools and in everyday life. You can reflect upon your own experience in K-12 schooling, or you can explore your everyday life in your current context. Choose one context and provide a clear description of the setting that you examine in your paper. Describe the linguistic diversity in that context thinking the following questions:

1. What are the language varieties (e.g., multiple languages and/or varieties of English) that you notice in the selected setting? Which language variety is more commonly used in that context?
2. Under what conditions or in which situation does the diversity of language varieties become more noticeable? Did anyone (e.g., teachers, students, and/or parents) talk about and/or acknowledge any of the different varieties of languages being used?
3. Who are the speakers of those language varieties? Do they switch from one variety to another depending on the situation? If so, when and how?
4. Which language varieties did/do you use in that context? Did you consciously choose to use a certain variety? Why, or why not? How did others respond to you using that language variety?

This paper addresses

- CO 1. Identify aspects of language diversity that are salient in the United States, particularly in educational settings
- GE 1.1. Examine the diversity, complexity, and uncertainty of linguistic environments within schools and in everyday life.

Learning Outcomes	3	2	1	0
CO 1. Identify aspects of language diversity salient in US, educational settings	Identify and describe 2 or more language varieties, using concepts from course	Identify and describe 2 or more language varieties	Identify 1 language variety, using concepts from course	Identify 1 language variety
GE 1.1. Examine the diversity, complexity, and uncertainty of linguistic environments within schools and in everyday life	Explain how each of these varieties become noticeable, using concepts from course	Explain how each of these varieties become noticeable	Explain how 1 of these varieties become noticeable	Do not explain how any variety becomes noticeable
	Explain who uses each variety, when, and for what purpose	Explain incompletely for each variety who uses it, when, or for what purpose	Explain for 1 variety who uses it, when, or for what purpose	Do not explain who uses each variety, when, for what purpose
	Reflect on your own use of language varieties in the setting, using concepts from course	Reflect on your own use of language varieties in the setting	Reflect on your own use of 1 language variety	Do not reflect on your own use of language varieties in the setting,

2) Linguistic Discrimination in Everyday Life (10%)

The purpose of this paper is to critically analyze how linguistic discrimination plays out in real life. You'll begin with an incident of linguistic discrimination that involves one of the language or speaker varieties we've discussed in this course – Black English/African American English, Southern English, Appalachian English, Native American English speakers, gendered language practices, age-associated language practices, multilingual language speakers/English learners. This incident could be a current event covered in the news or other media, or an event you observed/experienced personally. If the story is not personal, please give a link to the source of the story. In your paper,

1. First, describe the event with enough detail for an outside reader to understand. Try to stick to the facts of what happened – who said what to whom. Give the approximate date the event occurred – context matters!
2. Then, explain who was discriminated against and how the discrimination unfolded. Was it explicit or implicit? Were the material/tangible consequences of this discrimination, in the immediate event or the future?

3. What was the underlying belief that was acted upon by the person doing the discriminating? Why is this underlying belief false, and what facts contradict it? You can use reasoning or examples from our course materials to support your answers.
4. In your opinion, how could this incident have been avoided? What will you do as an educator to (a) prevent this type of discrimination from happening in your classroom, and (b) help your students understand why this linguistic discrimination is wrong?

Note: Your reasoning for prompts 3 & 4 especially should mostly be specific to the type of linguistic discrimination occurring in the incident you're describing, versus discrimination in general.

This paper addresses:

- CO 2: Recognize and critically analyze linguistic discrimination and its connections to race, ethnicity, sexuality, religion, class, gender, and nationality from a socio-political perspective.
- GE 1.1. Examine the diversity, complexity, and uncertainty of linguistic environments within schools and in everyday life.
- GE 2.1./2.2. Describe, analyze, and discuss with peers their own perceptions of, beliefs about, experiences with, and responses to language diversity, as well as ongoing changes therein.

Learning Outcomes	3	2	1	0
GE 1.1. Examine the diversity, complexity, and uncertainty of linguistic environments within schools and in everyday life	Describe event clearly, providing relevant facts and context, using concepts from the course	Explain event, providing relevant facts and context	Explain event incompletely and/or such that the reader cannot understand what happened	Do not explain event
GE 2.1./2.2. Describe, analyze, and discuss with peers their own perceptions of, beliefs about, experiences with, and responses to language diversity, as well as ongoing changes therein.	Explain how you think this discrimination might be/have been avoided, using concepts from the course	Explain how you think this discrimination might be/have been avoided	Explain incompletely how you think this discrimination might be/have been avoided, leaving out information reader needs to understand	Do not explain how you think this discrimination might be/have been avoided
CO 2: Recognize and critically analyze linguistic discrimination and its connections to race, ethnicity, sexuality, religion, class, gender, and nationality from a socio-political perspective.	Explain who was linguistically discriminated against and how the discrimination unfolded, using concepts from the course	Explain who was linguistically discriminated against and how the discrimination unfolded	Explain incompletely who was linguistically discriminated against and how the discrimination unfolded, leaving out information reader needs to understand	Do not explain who was linguistically discriminated against and how the discrimination unfolded
	Identify consequences of discrimination, using concepts from the course	Identify consequences of discrimination	Identify consequences that are not relevant	Do not identify consequences

	Identify and examine underlying belief(s) , using concepts from the course	Identify and examine underlying belief(s)	Identify underlying belief(s)	Do not identify underlying belief(s)
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3) Language Ideologies Experiences (10%)

To reflect upon and critically examine the ways that language ideologies shape what counts as good speaking, reading, and writing in schools, you will consider your own experience in K-12 schooling:

1. In 1-2 paragraphs, define language ideologies in your own words. Describe these concepts as if you were talking to someone in this course. Based on these definitions and what you learned in this module, why is it important for us as educators to recognize and reflect on our own language ideologies, both explicit and implicit?
2. What counted as “good” speaking when you were growing up in schools and how did you know? How about “good” writing and reading? How were these norms/expectations reinforced? Are there any particular conventions or rules that have stuck with you to this day (e.g., one ‘rule’ that stuck with me for a long time was ‘never use contractions in formal writing.’)?
3. Think about a particular instance when your language practices (speech, reading, or writing) were commented on, positively or negatively. Based on what we’ve learned in this course, what language ideologies or beliefs about “standard English” might be underlying this moment that’s stuck with you, and why? If you can’t think of an example from your own life, you may use one you observed.
4. What insight about language use, variations, ideologies, or discrimination from our readings/viewings/listenings resonated with your experiences with language? Why? What did they share that surprised you or was dissimilar to your experiences with language, and why?
5. Having reflected on the above, why do you think it’s important that we talk about language ideologies and beliefs about standardized language with regards to schooling? Why is it important as educators to recognize and reflect on your language ideologies, both explicit and implicit?

Note: If you did not grow up in the U.S. or in an English-dominant school, feel free to adapt your essay to fit your experience.

This paper addresses

- CO 3. Reflect upon and critically examine the ways that language ideologies shape what counts as good speaking, reading, and writing in schools and society more widely.
- CO 4. Explain the nature and importance of linguistically-informed and linguistically- responsive approaches to teaching that value and leverage students’ out-of-school language varieties and practices for school-based learning.
- GE 1.2. Examine the nature and significance of changes in how language diversity is conceptualized and addressed in educational contexts.
- GE 2.3. Analyze and critique language ideologies that shape policies, practices, and discourses in educational environments.

Learning Outcomes	3	2	1	0
CO 3. Reflect upon and critically examine the ways that language ideologies shape	Explain what counted as “good” language when you were growing up in schools and how you knew	Explain what counted as “good” language when you were growing up in schools and how you	Explain what counted as “good” language when you were growing up in schools	Do not explain what counted as “good” language and how you knew it

what counts as good speaking, reading, and writing in schools and society more widely.	what counted as "good", using concepts from the course	knew what counted as "good"		
CO 4. Explain the nature and importance of linguistically-informed and linguistically-responsive approaches to teaching that value and leverage students' out-of-school language varieties and practices for school-based learning.	Explain why is it important for educators to recognize and reflect on our own language ideologies, using concepts from the course	Explain why is it important for educators to recognize and reflect on our own language ideologies	Explain unclearly why is it important for educators to recognize and reflect on our own language ideologies	Do not explain why is it important for educators to recognize and reflect on our own language ideologies
GE 1.2. Examine the nature and significance of changes in how language diversity is conceptualized and addressed in educational contexts.	Explain an instance in which your language practice was commented on and the language ideology/ies underlying that instance, using concepts from the course	Explain an instance in which your language practice was commented on and the language ideology/ies underlying that instance	Explain an instance in which your language practice was commented on	Explain an instance in which your language practice was commented on
GE 2.3. Analyze and critique language ideologies that shape policies, practices, and discourses in educational environments.	Define language ideology/ies in your own words	Define language ideology/ies, relying on quotations from course readings	Define language ideology/ies inaccurately	Do not define language ideology/ies

4) Looking Back, Looking Ahead (10%)

The purpose of this paper is to reflect on your learnings during the first half of the semester and to look ahead to future learning. As you reflect on the materials and class discussions, consider the following questions:

1. What did you learn from the readings?
2. What have you found most meaningful in the course so far? Why?
3. What made you stop and ponder? What was troubling? Why?
4. How do the readings connect to your own experience?
5. What questions do you still have? What do you want to explore more?

This paper potentially addresses all of the course objectives and learning outcomes, but the emphasis is on

- GE 2.2/2.2. Describe, analyze, and discuss with peers their own perceptions of, beliefs about, experiences with, and responses to language diversity, as well as ongoing changes therein.

Final Project: Classroom Philosophy and Plan (30%)

As a culmination to our course, you will create a philosophy and plan (p&p) for welcoming and promoting linguistic diversity in your classroom. Your philosophy will capture your general ideas and thoughts surrounding five aspects of linguistic diversity in education that we cover in this class:

1. Creating a welcoming classroom
2. Oral language use and development
3. Choosing and using diverse literature
4. Writing with multiple languages
5. Assessment for linguistically diverse students

Your plan will detail how you will implement your philosophy in your classroom. This can be a fictionalized future classroom or your current classroom – either way, you will detail the context of this classroom, the subject you are teaching, age of students, and the anticipated or actual linguistic diversity of your students. Your plan will reflect the particularities of your teaching context. In Week 13 you will submit an outline and concept map that show how your thinking and planning for the final product (content, format, sources). Your final product can look like a paper, a narrated PowerPoint, or another format. Your P&P will reflect consideration of course materials from multiple modules, and you will explicitly use and cite these sources to support your reasoning throughout. More specifics about this project will be posted on Carmen by the midterm.

This paper addresses

- CO 4. Explain the nature and importance of linguistically-informed and linguistically- responsive approaches to teaching that value and leverage students’ out-of-school language varieties and practices for school-based learning.
- CO. 5. Articulate a pedagogical philosophy and design a pedagogical plan that affirm and draw upon students’ bi/multidialectal and/or bi/multilingual language and literacy resources to support students’ school-based learning
- GE 1.2. Examine the nature and significance of changes in how language diversity is conceptualized and addressed in educational contexts.
- GE 2.1/2.2. Describe, analyze, and discuss with peers their own perceptions of, beliefs about, experiences with, and responses to language diversity, as well as ongoing changes therein.
- GE 2.3. Analyze and critique language ideologies that shape policies, practices, and discourses in educational environments.

Learning Outcomes	3	2	1	0
CO 4. Explain the nature and importance of linguistically-	Explain how you will support oral language use and development for your linguistically	Explain how you will support oral language use and development for	Explain incompletely how you will support oral language use and development for your	Do not explain how you will support oral language use and development for your
informed and linguistically-responsive approaches to teaching that value and leverage students’ out-of-school language varieties and practices for school-based learning.	diverse students, using concepts and citing sources from the course	your linguistically diverse students	linguistically diverse students, leaving out information reader needs to understand	linguistically diverse students
	Explain how you will	Explain how you will	Explain incompletely how	Do not explain how



	support writing with multiple languages and varieties, using concepts and citing sources from the course	support writing with multiple languages and varieties	you will support writing with multiple languages and varieties, leaving out information reader needs to understand	you will support writing with multiple languages and varieties
	Explain how you will assess students in linguistically-informed and responsive ways, using concepts and citing sources from the course	Explain how you will assess students in linguistically-informed and responsive ways	Explain incompletely how you will assess students in linguistically-informed and responsive ways, leaving out information reader needs to understand	Do not explain how you will assess students in linguistically-informed and responsive ways
CO. 5. Articulate a pedagogical philosophy and design a pedagogical plan that affirm and draw upon students' bi/multidialectal and/or bi/multilingual language and literacy resources to support students' school-based learning	Explain how you will create a welcoming classroom, using concepts and citing sources from the course	Explain how you will create a welcoming classroom	Explain incompletely how you will create a welcoming classroom, leaving out information reader needs to understand	Do not explain how you will create a welcoming classroom
	Explain how you will choose and use diverse literature, using concepts and citing sources from the course	Explain how you will choose and use diverse literature	Explain how you will choose diverse literature but not how you will use it	Do not explain how you will choose and use diverse literature
GE 1.2. Examine the nature and significance of changes in how language diversity is conceptualized and addressed in educational contexts. GE 2.1/2.2. Describe, analyze, and discuss with peers their own perceptions of, beliefs about, experiences with, and responses to language diversity, as well as ongoing changes therein.	Explain how your P&P demonstrates your new understandings about language diversity, using concepts and citing sources from the course	Explain how your P&P demonstrates your new understandings about language diversity	Explain incompletely how your P&P demonstrates your new understandings about language diversity, leaving out information reader needs to understand	Do not explain how your P&P demonstrates your new understandings about language diversity
GE 1.2. Examine the nature and significance of changes in how language diversity is conceptualized and	Explain how your P&P demonstrates your awareness of language ideology/ies that shape classroom environments, using	Explain how your P&P demonstrates your awareness of language ideology/ies that	Explain incompletely how your P&P demonstrates your awareness of language ideology/ies that shape classroom environments,	Do not explain how your P&P demonstrates your awareness of language ideology/ies



addressed in educational contexts. GE 2.3. Analyze and critique language ideologies that shape policies, practices, and discourses in educational environments.	concepts and citing sources from the course	shape classroom environments	leaving out information reader needs to understand	that shape classroom environments
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Course Policies

Student Participation Requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:** Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks, you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
- **Office hours:** Office hours are by appointment only. Please e-mail me to set-up a time to meet virtually via Zoom. I highly encourage you to set up a meeting anytime you have questions about the coursework.

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, please re-read your writing to make sure your message is clear.
- **Tone and civility:** Do your part to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm and many forms of humor often don't come across in online communication. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbooks or other course materials, you should (1) list at least the title and/or author, and page numbers, or (2) follow conventional APA or MLA in-text citation guidelines. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor where you can save your work before you copy it into the Carmen discussion.
- **Use pseudonyms for all written assignments.** No identifying information of people, schools and community programs should be included in your written work, with the exception of your own name. You can use regions – e.g., “the school I teach in is in an urban area of Columbus” but avoid specifics.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.



- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Academic Integrity

Academic Integrity Policy

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA or MLA (typed, double-spaced, 12pt. font) for style and citation formatting. Failure to abide by these guidelines will result in point reductions.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me ASAP.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your original research inquiries or your library research look more successful than it was.
- **Collaboration and informal peer-review:** You may choose to collaborate with your classmates during this course. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on assignments is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TTY:** 614-688-8743

Baseline technical skills necessary for online/hybrid courses:

- Basic computer and web-browsing skills
- Navigating Carmen (Canvas)

Technology necessary for this course:

- Computer and internet connection for CarmenCanvas and Zoom, software for word processing and slideshow creation



Student Resources

Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

Academics:

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

Student Life:

[OSU Student Health Services](#)

[EHE Undergraduate Student Services](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Student Financial Aid](#)

[EHE Career Services](#)

[OSU Career Counseling and Support Services](#)

[OSU Office of Diversity and Inclusion](#)

[EHE Office of Diversity, Inclusion, and Community](#)

[Engagement](#)

Provisional Course Schedule

The following schedule includes the topics and the core readings for each module, as well as due dates for the major assignments. Each module will include additional web-based readings, viewings, and activities. The schedule may be modified as we progress through the semester. Any changes will be announced on CarmenCanvas.

In some cases, we will be reading excerpts from a reading, not the full text. In such cases, the pages to be read will be specified in the weekly module Start Here page.



Week	Topic(s)	Readings + multimedia	Assignments
Week 1	Welcome! Course introduction	<p>Read each element of the “Week 1: Welcome! Course Introduction” Module</p> <p>3 ways to speak English [tedtalk] https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english</p> <p>2 billion voices: How to speak bad English perfectly [tedtalk] https://www.ted.com/talks/heather_hansen_2_billion_voices_how_to_speak_bad_english_perfectly</p> <p>Multilingual Creativity: Key concepts http://www.multilingualcreativity.org.uk/key-concepts/</p>	
Week 2	Our linguistic diversity, our linguistic repertoires	<p>Campbell-Kibler 2013 – Accents: Where and why? [tedtalk] https://www.youtube.com/watch?v=Uv6tBcJjfY0</p> <p>D’warte 2014 – Linguistic Repertoires: Teachers and students explore their everyday language worlds</p> <p>New York Times Dialect Quiz https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html</p> <p>OhioSpeaks https://www.ling.ohio-state.edu/ohiospeaks/about.html</p> <p>Uppity Women [podcast + addendum + transcript] https://vocalfriespod.com/2018/08/15/episode-1-uppity-women-addendum/</p>	Weekly post



Week	Topic(s)	Readings + multimedia	Assignments
		https://vocalfriespod.tumblr.com/post/174644107058/transcript-for-episode-1-uppity-women	
Week 3	Language change and language variation	<p>Birner (n.d.) – Is English changing? https://www.linguisticsociety.org/content/english-changing</p> <p>McWhorter 2013 – Texting is killing language. Jk!!! [tedtalk] https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p> <p>Thomason (n.d.) – Language variation and change https://www.linguisticsociety.org/resource/language-variation-and-change</p> <p>Wolfram – Everyone has an accent https://www.learningforjustice.org/magazine/fall-2000/everyone-has-an-accent</p>	Weekly post
Week 4	Critical language awareness	<p>Babel 2020 – Who counts as a speaker of a language? [tedtalk] https://www.ted.com/talks/anna_babel_who_counts_as_a_speaker_of_a_language_dec_2020?language=en</p> <p>Baker-Bell 2020 – How anti-Black linguistic racism is perpetuated in education</p> <p>Gutiérrez & Orellana 2006 –The “problem” of English Learners: Constructing genres of difference</p> <p>Don’t Mind the Gap [podcast] https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ce6cf</p> <p>Don’t Be an Accenthole [podcast] https://radiopublic.com/the-vocal-fries-GOoXdO/s1!fa7be</p>	Weekly post Small paper 1: Tuning into Linguistic Diversity



Week	Topic(s)	Readings + multimedia	Assignments
Week 5	Language ideologies and linguistic discrimination	<p>Baugh 2019 – The significance of linguistic profiling [tedtalk] https://www.youtube.com/watch?v=GjFtlg-nLAA</p> <p>Farr & Song 2011 - Language ideologies and policies: Multilingualism and education</p> <p>Murillo & Smith 2011 – “I will never forget that”: Lasting effects of language discrimination on language-minority children</p> <p>Often, It's Not What You Say, But 'How You Say It' [podcast] https://www.npr.org/2020/09/07/909224971/often-its-not-what-you-say-but-how-you-say-it</p>	Weekly post
Week 6	Language policies in education, Native American languages	<p>AAAS 2016 – Developing heritage languages and revitalizing Native American languages https://www.amacad.org/publication/americas-languages/section/7</p> <p>Collier (n.d.) – Retrospective: Language instruction in Native American communities https://www.colorincolorado.org/article/retrospective-language-instruction-native-american-communities</p> <p>Nagle 2019 – The U.S. has spent more money erasing Native languages than saving them https://www.hcn.org/issues/51.21-22/indigenous-affairs-the-u-s-has-spent-more-money-erasing-native-languages-than-saving-them</p> <p>Spolsky 2011 - Does the United States need a language policy?</p> <p>Our Spirits Don't Speak English: Indian Boarding School [documentary film]</p>	Weekly post Small Paper 2: Linguistic Discrimination in Everyday Life
Week 7	Standardized American English, Academic Language	<p>Do You Speak American? Standard American English https://www.pbs.org/speak/seatosea/standardamerican/</p> <p>Flores 2019 - From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice</p>	Weekly post

Week	Topic(s)	Readings + multimedia	Assignments
		<p>Hudley & Mallinson (2010) – What is Standard English?</p> <p>Mena 2019 on “Undoing appropriateness: raciolinguistic ideologies and language diversity in education” https://www.youtube.com/watch?v=5oPWMEJjGbk</p>	
Week 8	Linguistically responsive and asset-based pedagogy	<p>Lucas, Villegas, & Freedson – Linguistically responsive teachers https://www.gse.harvard.edu/news/uk/18/04/linguistically-responsive-teachers</p> <p>Martinez 2018 – Beyond the English Learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires</p> <p>Whitney 2005 – Five easy pieces: Steps toward Integrating AAVE into the classroom</p>	<p>Weekly post</p> <p>Small Paper 3: Language Ideologies</p>
Week 9	Regional and cultural varieties of English	<p>Wolfram, Temple Adger, Christian 1999 – Language variation in the United States</p> <p>Hudley & Mallinson (2010) – Southern English: A regional and cultural variety</p> <p>The Language and Life Project https://languageandlife.org</p> <p>Appalachian English https://artsandsciences.sc.edu/appalachianenglish/</p>	<p>Weekly post</p>
Week 10	African American English	<p>Baker-Bell 2020 – How linguistic racism hold Black students back in school https://www.lx.com/community/how-linguistic-racism-holds-black-students-back-in-school/13897/</p> <p>Kendall, McLarty & Josler 2018 - African American Language in society</p> <p>Julie Washington's Quest to Get Schools to Respect African-American English https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/</p>	<p>Weekly post</p>



Week	Topic(s)	Readings + multimedia	Assignments
		2 documentary films: Signing Black in America, Talking Black in America https://www.talkingblackinamerica.org	
Week 11	Language contact, Creoles	<p>Mathewson 2017 - How discrimination nearly stalled a dual-language program in Boston https://www.theatlantic.com/education/archive/2017/04/how-discrimination-nearly-prevented-a-dual-language-program-in-boston/522174/</p> <p>Tamura 2002 – African American Vernacular English and Hawai'i Creole English: A comparison of two school board controversies</p> <p>Winford (n.d.) – Languages in contact https://www.linguisticsociety.org/resource/languages-contact</p>	<p>Weekly post</p> <p>Small paper 4: Looking Back, Looking Ahead Essay</p>
Week 12	Spanish in US schools, bilingual and dual language education	<p>Baquedano-López 2021 – Learning with immigrant indigenous parents in school and community</p> <p>Looking Like a Language, Sounding Like a Podcast [podcast] https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ef4b0</p> <p>Goldenberg & Wagner 2016 – Bilingual education: Reviving an American tradition</p> <p>Lam, Lam, & Richards 2020 - More US schools teach in English and Spanish, but not enough to help Latino kids https://www.usatoday.com/in-depth/news/education/2020/01/06/english-language-learners-benefit-from-dual-language-immersion-bilingual-education/4058632002/</p> <p>Otheguy & Stern 2010 – On so-called Spanglish</p>	Weekly post
Week 13	Codeswitching, translanguaging in the classroom	<p>CUNY-New York State Initiative on Emergent Bilinguals https://www.cuny-nysieb.org</p> <p>National Center on Cultural and Linguistic Responsiveness 2014 – Code-switching: Why it matters and how to respond</p>	<p>Weekly post</p> <p>Classroom P&P outline</p>



Week	Topic(s)	Readings + multimedia	Assignments
		<p>Zapata & Laman 2016 – “I write to show how beautiful my languages are”: Translingual writing instruction in English-dominant classrooms</p> <p>Bilingualism Is. It Just Is. [podcast] https://radiopublic.com/the-vocal-fries-GOoXdO/s1!5b7af</p>	
Week 14	Critical language awareness for teachers and students	<p>Crystal 2019 – The myth of the native speaker https://www.youtube.com/watch?v=p-kZLP2FWUI</p> <p>Gebhard, Harman, Seger 2007 - Reclaiming recess: Learning the language of persuasion</p> <p>Palmer, Cervantes-Soon, Dorner, & Heiman 2021 – Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education</p>	Weekly post
Finals Week	Turn in your final project: Classroom Philosophy & Plan		
This course does not have a final exam.			

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology: This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited,

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University’s community on the basis of race, religion, color, sex, age,

national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu.edu) or visit odi.osu.edu/ccampis

Met	See Notes	Rubric Standards	QM Standard
☑	☐	Heading of Syllabus <ul style="list-style-type: none"> • School/Academic Area • Course Number, Title, level, and credit hr. • Instructor Name • Instructor Contact Information • Office Hours (Location/Days/Times) 	
☑	☐	Description/Rationale <ul style="list-style-type: none"> • Is there a description of the course that explains the need for and purpose of the course? 	QM 1.2
☑	☐	Relationship to Other Courses/Curricula <ul style="list-style-type: none"> • Does the syllabus explain how this course relates to other courses in the curriculum? • Are the prerequisites and prerequisite knowledge requirements listed? 	QM 1.6
☑	☐	Learning Objectives <ul style="list-style-type: none"> • Are the course objectives listed? • Do the course objectives describe measurable outcomes? • Are the learning objectives are suited to the level of the course? • Are all course objectives are clearly stated? • Are all course objectives written from the learner's perspective? • Is the relationship between learning objectives and assignments or course activities clearly stated or marked? 	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
☑	☐	Text/Reading List/Bibliography (Course Materials) <ul style="list-style-type: none"> • Is the purpose for instructional materials, and how they are to be used, clearly explained? • Are all materials appropriately cited? • Are all materials current? • Is the distinction between required and optional materials clearly explained? 	QM 4.2 QM 4.3 QM 4.4 QM 4.6
☑	☐	Course Evaluation/Assessments and Grading Policy <ul style="list-style-type: none"> • Are the Letter Grades/Grading Breakdowns included and clearly stated? • Is the Late Work policy included and clearly stated? • Are the assessments are explicitly connected to the course objectives? • Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies? • Are the assessment types varied? • Do the assessments build on one another and/or increase in complexity? 	QM 3.1 QM 3.2 QM 3.4
☑	☐	Assignment Descriptions <ul style="list-style-type: none"> • Are there clear instructions for how students can get started and where to find course components? • Are there detailed descriptions of all assignments with an explanation of how the work will be assessed? • Are the assignments tied to the grading policy? 	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Communication and Course Policies</p> <ul style="list-style-type: none"> • Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments? • Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)? • Is there a statement of online communication etiquette expectations (Netiquette)? 	QM 1.3 QM 5.3 QM 5.4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Technology</p> <ul style="list-style-type: none"> • Are minimum technology requirements clearly stated and instructions provided for use? • Are the minimum technical skills for students clearly stated? • Is information about Technology Accessibility provided? • Is information about Technical Support offered along with links or instructions for how to access it? 	QM 1.5 QM 1.7 QM 7.1 QM 8.2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Institutional Policies</p> <ul style="list-style-type: none"> • Does the syllabus contain all of the following policies? <ul style="list-style-type: none"> • Academic Integrity • Office of Disability Services Statement (Accessibility Accommodations) • Title IX • Grievances Statement • Intellectual Property (Copyright Disclaimer) • Mental Health Statement • Diversity Statement <p>Optional Statements:</p> <ul style="list-style-type: none"> • Trigger Warning • Off-Campus Field Experiences <p>The following polices can be links, rather than statements:</p> <ul style="list-style-type: none"> • Academic Support Services and Resources • Explanation of how student support can help 	QM 1.4 QM 7.2 QM 7.3 QM 7.4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Topical Outline</p> <ul style="list-style-type: none"> • Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)? 	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Any Applicable Appendices</p> <ul style="list-style-type: none"> • NCATE Standards • ISLLC Standards • Other • Not Applicable 	



**Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values**



Standards	Status
Course Overview and Introduction	
1.1 Instructions make clear how to get started and where to find various course components.	✓
1.2 Learners are introduced to the purpose and structure of the course.	✓
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	✓
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	✓
* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.	✓
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	✓
1.7 Minimum technical skills expected of the learner are clearly stated.	✓
1.8 The self-introduction by the instructor is appropriate and is available online.	✗
1.9 Learners are asked to introduce themselves to the class.	✗
Learning Objectives (Competencies)	
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	✓
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	✗
2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.	✓
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	✓
2.5 The learning objectives or competencies are suited to the level of the course.	✓
Assessment and Measurement	
3.1 The assessments measure the stated learning objectives or competencies.	✓
3.2 The course grading policy is stated clearly.	✓
3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.	✓
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	✓
3.5 The course provides learners with multiple opportunities to track their learning progress.	✗
Instructional Materials	
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	✗
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	✓
4.3 All instructional materials used in the course are appropriately cited.	✓
4.4 The instructional materials are current.	✓
4.5 A variety of instructional materials is used in the course.	✗
4.6 The distinction between required and optional materials is clearly explained.	✓
Learner Activities and Learner Interaction	
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	✗
5.2 Learning activities provide opportunities for interaction that support active learning.	✗
5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.	✓
5.4 The requirements for learner interaction are clearly stated.	✓
Course Technology	
6.1 The tools used in the course support the learning objectives and competencies.	✗
6.2 Course tools promote learner engagement and active learning.	✗
* 6.3 Technologies required in the course are readily obtainable.	✗
6.4 The course technologies are current.	✗
* 6.5 Links are provided to privacy policies for all external tools required in the course.	✗
Learner Support	
* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	✓
* 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.	✓
* 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓
* 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.	✓
Accessibility and Usability	
8.1 Course navigation facilitates ease of use.	✗
8.2 Information is provided about the accessibility of all technologies required in the course.	✓
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✗
8.4 The course design facilitates readability.	✗
8.5 Course multimedia facilitate ease of use.	✗

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the 1

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **EDUTL 4303 Language, Diversity and Education**

Faculty Preparer Name and Email: **Leslie C. Moore, moore.1817@osu.edu**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **YES**

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **YES**

Syllabus is consistent and is easy to understand from the student perspective. **YES**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **YES**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **YES**

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
Because this course addresses politically charged issues related to linguistic diversity, instructor presence and participation is critical. Students often need support as they learn new perspectives, both in group contexts and one-on-one.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. YES

Course tools promote learner engagement and active learning. YES

Technologies required in the course are current and readily obtainable. YES

Links are provided to privacy policies for all external tools required in the course. YES

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

This course is entirely asynchronous.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. YES

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. YES

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Example: Module 5 Language Ideologies and Linguistic Discrimination: View TedTalk on linguistic profiling; Listen to NPR podcast on how we judge people on the basis of how they speak; Read practitioner-oriented article on impact of linguistic discrimination on children; Read article on language ideologies, educational language policies, and multilingualism; Post weekly reflection on module materials and respond to 3 classmates posts.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Not applicable

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. YES

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. YES

Description of any anticipated accommodation requests and how they have been/will be addressed. TedTalks and films have closed captioning. Podcasts have transcripts available online. Pdfs readable by Adobe Acrobat Read out Loud.

Additional comments:

Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: YES

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: YES

Additional comments:

Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Prompts for weekly posts vary in structure and mode. Small Papers are longer, written assignments in which students use course content to illuminate and reflect on their own experiences. The final project is a Classroom Philosophy and Plan.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Each module starts with an Overview page that lays out overarching theme, connections to prior modules, learning objectives, how module materials fit together, and roadmap for the module. In each module students are invited to respond to a quick survey on how the course is going for them.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...

