

## 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
<a href="#">Previous Value</a>	<a href="#">Linguistic Diversity in Education</a>
Transcript Abbreviation	Lang Diversity
<a href="#">Previous Value</a>	<a href="#">Ling Diversity</a>
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.
<a href="#">Previous Value</a>	<a href="#">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.</a>
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

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<b>Is any section of the course offered</b>	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>
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

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

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	13.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	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  
03/31/2023

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)*
- EDUTL 4303 syllabus revised March 2023.docx: EDUTL 4303 syllabus revised March 2023  
*(Syllabus. Owner: Moore,Leslie C.)*
- EDUTL 4303 syllabus revisions cover letter March 2023.docx: EDUTL 4303 syllabus revisions cover letter March 2  
*(Cover Letter. Owner: Moore,Leslie C.)*

**Comments**

- Please find uploaded my cover letter and revised syllabus. *(by Moore,Leslie C. on 03/31/2023 10:55 AM)*
- Please see Panel feedback email sent 01/31/2023. *(by Hilty,Michael on 01/31/2023 12:14 PM)*
- - 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
Revision Requested	Hilty,Michael	01/31/2023 12:14 PM	ASCCAO Approval
Submitted	Moore,Leslie C.	03/31/2023 10:55 AM	Submitted for Approval
Approved	Abukar,Zayd	03/31/2023 11:02 AM	Unit Approval
Approved	Bagent,Aaron Michael	03/31/2023 11:52 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/31/2023 11:52 AM	ASCCAO Approval



Dear Panel Members,

Thank you for your contingent approval of EDUTL 4303 Language, Diversity, and Education for the GEN Theme: Lived Environments.

Please find submitted to curriculum.osu.edu the syllabus for EDUTL 4303, revised in line with the requests in your January email (pasted below) and the subsequent email exchange about where in the syllabus I might best present information about instructor presence.

In consultation with Casey Rinehart and Katie O'Keefe of EHE's Distance Education and Learning Design, I have made the following changes:

- Course Learning Objectives have been moved above General Education Goals and Expected Learning Outcomes (p 2-3)
- Learning outcome charts for major assignments have been moved to an Appendix (pp 18-21)
- Small Papers have been renamed Small Projects and format directions added, to align with current practice in EDUTL 4303
- Information about instructor presence has been elaborated in the section 'How This Course Works' (pp 3-4)

I hope these revisions adequately address the Panel's requests. I am happy to answer any new question that arise.

Sincerely,

Leslie

**From:** Hilty, Michael <[hilty.70@osu.edu](mailto:hilty.70@osu.edu)>

**Sent:** Tuesday, January 31, 2023 10:47 AM

**To:** Tackett, Kimberly A. <[tackett.209@osu.edu](mailto:tackett.209@osu.edu)>; Abukar, Zayd <[abukar.3@osu.edu](mailto:abukar.3@osu.edu)>; Bagent, Aaron <[bagent.14@osu.edu](mailto:bagent.14@osu.edu)>

**Cc:** Fredal, James <[fredal.1@osu.edu](mailto:fredal.1@osu.edu)>; Wallace, Lorraine S. <[wallace.621@osu.edu](mailto:wallace.621@osu.edu)>; Wallace, Lorraine <[Lorraine.Wallace@osumc.edu](mailto:Lorraine.Wallace@osumc.edu)>; Vankeerbergen, Bernadette <[vankeerbergen.1@osu.edu](mailto:vankeerbergen.1@osu.edu)>; Steele, Rachel <[steele.682@osu.edu](mailto:steele.682@osu.edu)>; Cody, Emily <[cody.50@osu.edu](mailto:cody.50@osu.edu)>; Richard, Sophie V. <[richard.235@buckeyemail.osu.edu](mailto:richard.235@buckeyemail.osu.edu)>

**Subject:** Education: Teaching & Learning 4303

Good morning,

On Friday, January 27<sup>th</sup>, the Themes 1 Panel of the Arts and Sciences Curriculum Committee reviewed a new GEN Theme: Lived Environments request for EDUTL 4303. Please see below for the Panel's feedback.

The Panel unanimously approved the request with two contingencies and one recommendation. As a reminder, the Panel's contingencies must be satisfied in a revision submitted

to curriculum.osu.edu while the Panel's recommendation may be implemented when the course is next taught.

- **Contingency:** The reviewing faculty are very supportive of this course's inclusion with the GEN category. However, they ask that instructor presence be more thoroughly explained and clarified within the course syllabus. At present, it is difficult to see what role the course instructor will play within the course in order for the course to meet the required 3 hours of direct instruction per week.
- **Contingency:** The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of the provided feedback.
- **Recommendation:** The reviewing faculty recommend providing the course and GEN learning outcome charts that appear throughout the syllabus (such as on pages 5-7 of the course syllabus) in an appendix, as they found the syllabus could be potentially hard-to-read and confusing to students in its current form.

I will return EDUTL 4303 to the departmental queue via curriculum.osu.edu in order to address the Panel's feedback above. Should you have any questions, please do not hesitate to reach out to Jim Fredal, faculty Chair of the ASCC Themes 1 Panel, Lorraine Wallace, faculty Chair of the Theme Advisory Group: Lived Environments, or me.

All my best,  
Michael



**Michael Hilty**

Curriculum and Assessment Coordinator

**ASC Curriculum and Assessment Services** The College of Arts and Sciences

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[hilty.70@osu.edu](mailto:hilty.70@osu.edu) / [ascas.osu.edu](http://ascas.osu.edu)

Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

## **EDUTL 4303: LANGUAGE, DIVERSITY AND EDUCATION**

Autumn 2023, 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 General Education curriculum, this course satisfies the goals and expected learning outcomes of the Lived Environments theme. Full details of the themes, goals, and expected learning outcomes can be located in the *General Education Goals and Expected Outcomes* section of this syllabus.

**Prerequisites:** None

**Prerequisite Knowledge:** None



## Course 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

## General Education Goals and Expected Learning Outcomes

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.
- AND
- 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.

## How This Course Works

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Each week kicks off with a video from the instructor where I'll provide an overview for the week, comment on course progress and share highlights from previous weeks or the upcoming module.

Each module includes an overview page, with a summary of that week's activities. Each module will also include that week's lecture content, including readings and/or videos, and our weekly discussion prompt. Each module will also include interactive activities and/or low-stakes check-ins that will allow you to check your understanding of the lesson. I will engage with you weekly through posted videos, engaging in the course discussions (in the discussion forum and/or through SpeedGrader), and providing feedback on your submitted assignments.

Students are expected to keep pace with weekly deadlines, including logging into the course each week.

**Credit hours and work expectations:** This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio-state.edu/credit-hours/) ([go.osu.edu/credit hours](https://www.ohio-state.edu/credit-hours/)), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

In a typical week of this course you will engage in lecture-style content (readings, videos/films, interactive activities and check-ins) for 3 hours. You will also be reflecting on the lecture content through a series of

prompts for your discussion participation. For each discussion you will be asked to reflect and develop a critical analysis of what you learned in that week's module, including examples, ideas, and information to support your response to the prompts. You will also reflect on prompts from your peers and engage in thoughtful discussion with your classmate's analysis of the material. These activities should take around 6 hours to complete satisfactorily.

**Attendance and participation requirements:** Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in course for attendance: at least once per week**  
You are expected to log in to the course in Carmen every week. 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*.
- **Engaging in module activities: at least once per week**  
Each weekly module will interactive activities (e.g. knowledge checks, myth or fact questions, reflection prompts, interactive quizzes). You are expected to engage with these low-stakes activities to check-in and build your understanding of the module content.
- **Zoom meetings and office hours: optional**  
Any live or scheduled events, including my office hours, are optional.
- **Participating in discussion forums: one or more times per week**  
As part of your participation, each week you can expect to post your reflection and analysis of the material as week as engage a classmate in discussion as part of our substantive class discussion on the week's topics.

## 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 Projects 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%
<b>TOTAL</b>	<b>100%</b>

*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 Projects (10% x 4 = 40%)

*Due Sunday in Weeks 4, 6, 8, and 11*

For Small Projects, you may choose between a paper or a presentation format. If you prefer another format, please communicate with me in advance. I have specified word count and presentation duration below in order to provide clarity about expectations. If you want to write more/present longer, please feel free to do so. Please see the Appendix for Learning Outcome charts (aka rubrics).

- **Papers** will be between 800-1000 words. Submit to Carmen as a Word Doc, double-spaced, size 12 font, 1" margins. You may choose to use traditional essay format, or you may use the 4 prompts above to divide your paper into clearly marked sections. Include a reference list; course materials are sufficient, but you are welcome to cite additional materials.
- **Presentations** will be between 10-15 minutes. You can upload a recording of yourself (this can be a link to a Zoom recording with some visual materials like PowerPoint or a Handout, or a PowerPoint presentation with a voiceover recording). Include a reference list; course materials are sufficient, but you are welcome to cite additional materials.
- *Note on presentations:* If recording a video presents a problem, a very detailed slideshow without video/voice-over can also work. A 'silent' slideshow would need to be very detailed in the absence of the fleshing out of bulleted slides that a voice-over provides.

**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.

*(see Appendix for Learning Outcome Chart)*

**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.

*(see Appendix for Learning Outcome Chart)*

### 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.

*(see Appendix for Learning Outcome Chart)*

### 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.

*(see Appendix for Learning Outcome Chart)*

### 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.

*(see Appendix for Learning Outcome Chart)*

## 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](mailto: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](mailto: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](#)

### 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

## 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
<b>Week 1</b>	<b>Welcome! Course introduction</b>	Read each element of the "Week 1: Welcome! CourseIntroduction" Module  3 ways to speak English [tedtalk] <a href="https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english">https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english</a>  2 billion voices: How to speak bad English perfectly [tedtalk] <a href="https://www.ted.com/talks/heather_hansen_2_billion_voices_how_to_speak_bad_english_perfectly">https://www.ted.com/talks/heather_hansen_2_billion_voices_how_to_speak_bad_english_perfectly</a>  Multilingual Creativity: Key concepts <a href="http://www.multilingualcreativity.org.uk/key-concepts/">http://www.multilingualcreativity.org.uk/key-concepts/</a>	Carmen profile, Self-introduction post

Week	Topic(s)	Readings + multimedia	Assignments
Week 2	Our linguistic diversity, our linguistic repertoires	<p>Campbell-Kibler 2013 – Accents: Where and why? [tedtalk] <a href="https://www.youtube.com/watch?v=Uv6tBcjfy0">https://www.youtube.com/watch?v=Uv6tBcjfy0</a></p> <p>D'warte 2014 – Linguistic Repertoires: Teachers and students explore their everyday language worlds</p> <p>New York Times Dialect Quiz <a href="https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html">https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html</a></p> <p>OhioSpeaks <a href="https://www.ling.ohio-state.edu/ohiospeaks/about.html">https://www.ling.ohio-state.edu/ohiospeaks/about.html</a></p> <p>Uppity Women [podcast + addendum + transcript] <a href="https://vocalfriespod.com/2018/08/15/episode-1-uppity-women-addendum/">https://vocalfriespod.com/2018/08/15/episode-1-uppity-women-addendum/</a></p> <p><a href="https://vocalfriespod.tumblr.com/post/174644107058/transcript-for-episode-1-uppity-women">https://vocalfriespod.tumblr.com/post/174644107058/transcript-for-episode-1-uppity-women</a></p>	Weekly post
Week 3	Language change and language variation	<p>Birner (n.d.) – Is English changing? <a href="https://www.linguisticsociety.org/content/english-changing">https://www.linguisticsociety.org/content/english-changing</a></p> <p>McWhorter 2013 – Texting is killing language. Jk!!! [tedtalk] <a href="https://www.ted.com/talks/john_mcwhorter_texting_is_killing_language_jk?utm_campaign=tedspeak&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/john_mcwhorter_texting_is_killing_language_jk?utm_campaign=tedspeak&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></p> <p>Thomason (n.d.) – Language variation and change <a href="https://www.linguisticsociety.org/resource/language-variation-and-change">https://www.linguisticsociety.org/resource/language-variation-and-change</a></p> <p>Wolfram – Everyone has an accent <a href="https://www.learningforjustice.org/magazine/fall-2000/everyone-has-an-accent">https://www.learningforjustice.org/magazine/fall-2000/everyone-has-an-accent</a></p>	Weekly Post
Week 4	Critical language awareness	<p>Babel 2020 – Who counts as a speaker of a language? [tedtalk] <a href="https://www.ted.com/talks/anna_babel_who_counts_as_a_speaker_of_a_language_dec_2020?language=en">https://www.ted.com/talks/anna_babel_who_counts_as_a_speaker_of_a_language_dec_2020?language=en</a></p> <p>Baker-Bell 2020 – How anti-Black linguistic racism is perpetuated in education</p> <p>Gutiérrez &amp; Orellana 2006 – The “problem” of English Learners: Constructing genres of difference</p> <p>Don't Mind the Gap [podcast] <a href="https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ce6cf">https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ce6cf</a></p> <p>Don't Be an Accenthole [podcast] <a href="https://radiopublic.com/the-vocal-fries-GOoXdO/s1!fa7be">https://radiopublic.com/the-vocal-fries-GOoXdO/s1!fa7be</a></p>	Weekly post  Small Project 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]  <a href="https://www.youtube.com/watch?v=GjFtlg-nLAA">https://www.youtube.com/watch?v=GjFtlg-nLAA</a></p> <p>Farr &amp; Song 2011 - Language ideologies and policies: Multilingualism and education</p> <p>Murillo &amp; 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]  <a href="https://www.npr.org/2020/09/07/909224971/often-its-not-what-you-say-but-how-you-say-it">https://www.npr.org/2020/09/07/909224971/often-its-not-what-you-say-but-how-you-say-it</a></p>	Weekly post
Week 6	Language policies in education, Native American languages	<p>AAAS 2016 – Developing heritage languages and revitalizing Native American languages <a href="https://www.amacad.org/publication/americas-languages/section/7">https://www.amacad.org/publication/americas-languages/section/7</a></p> <p>Collier (n.d.) – Retrospective: Language instruction in Native American communities <a href="https://www.colorincolorado.org/article/retrospective-language-instruction-native-american-communities">https://www.colorincolorado.org/article/retrospective-language-instruction-native-american-communities</a></p> <p>Nagle 2019 – The U.S. has spent more money erasing Native languages than saving them <a href="https://www.hcn.org/issues/51.21-22/indigenous-affairs-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</a></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>	<p>Weekly post</p> <p>Small Project 2: Linguistic Discrimination in Everyday Life</p>
Week 7	Standardized American English, Academic Language	<p>Do You Speak American? Standard American English  <a href="https://www.pbs.org/speak/seatosea/standardamerican/">https://www.pbs.org/speak/seatosea/standardamerican/</a></p> <p>Flores 2019 - From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice</p> <p>Hudley &amp; Mallinson (2010) – What is Standard English?</p> <p>Mena 2019 on “Undoing appropriateness: raciolinguistic ideologies and language diversity in education”  <a href="https://www.youtube.com/watch?v=5oPWMEjGbk">https://www.youtube.com/watch?v=5oPWMEjGbk</a></p>	Weekly post
Week 8	Linguistically responsive and asset-based pedagogy	<p>Lucas, Villegas, &amp; Freedson – Linguistically responsive teachers  <a href="https://www.gse.harvard.edu/news/uk/18/04/linguistically-responsive-teachers">https://www.gse.harvard.edu/news/uk/18/04/linguistically-responsive-teachers</a></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 Project 3: Language Ideologies</p>

Week	Topic(s)	Readings + multimedia	Assignments
Week 9	Regional and cultural varieties of English	<p>Wolfram, Temple Adger, Christian 1999 – Languagevariation in the United States</p> <p>Hudley &amp; Mallinson (2010) – Southern English: A regionaland cultural variety</p> <p>The Language and Life Project <a href="https://languageandlife.org">https://languageandlife.org</a></p> <p>Appalachian English <a href="https://artsandsciences.sc.edu/appalachianenglish/">https://artsandsciences.sc.edu/appalachianenglish/</a></p>	Weekly post
Week 10	African American English	<p>Baker-Bell 2020 – How linguistic racism hold Black studentsback in school <a href="https://www.lx.com/community/how-linguistic-racism-holds-black-students-back-in-school/13897/">https://www.lx.com/community/how-linguistic-racism-holds-black-students-back-in-school/13897/</a></p> <p>Kendall, McLarty &amp; Josler 2018 - <a href="#">African AmericanLanguage in society</a></p> <p>Julie Washington’s Quest to Get Schools to RespectAfrican-American English <a href="https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/">https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/</a></p> <p>2 documentary films: Signing Black in America, Talking Black in America <a href="https://www.talkingblackinamerica.org">https://www.talkingblackinamerica.org</a></p>	Weekly post
Week 11	Language contact, Creoles	<p>Mathewson 2017 - How discrimination nearly stalled a dual-language program in Boston <a href="https://www.theatlantic.com/education/archive/2017/04/how-discrimination-nearly-prevented-a-dual-language-program-in-boston/522174/">https://www.theatlantic.com/education/archive/2017/04/how-discrimination-nearly-prevented-a-dual-language-program-in-boston/522174/</a></p> <p>Tamura 2002 – African American Vernacular English and Hawai'i Creole English: A comparison of two school boardcontroversies</p> <p>Winford (n.d.) – Languages in contact <a href="https://www.linguisticsociety.org/resource/languages-contact">https://www.linguisticsociety.org/resource/languages-contact</a></p>	<p>Weekly post</p> <p>Small Project 4: Looking Back, Looking Ahead Essay</p>
Week 12	Spanish in US schools, bilingual and dual language education	<p>Baquedano-López 2021 – Learning with immigrantindigenous parents in school and community</p> <p>Looking Like a Language, Sounding Like a Podcast [podcast] <a href="https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ef4b0">https://radiopublic.com/the-vocal-fries-GOoXdO/s1!ef4b0</a></p> <p>Goldenberg &amp; Wagner 2016 – Bilingual education: Revivingan American tradition</p> <p>Lam, Lam, &amp; Richards 2020 - More US schools teach in English and Spanish, but not enough to help Latino kids <a href="https://www.usatoday.com/in-depth/news/education/2020/01/06/english-language-learners-benefit-from-dual-language-immersion-bilingual-education/4058632002/">https://www.usatoday.com/in-depth/news/education/2020/01/06/english-language-learners-benefit-from-dual-language-immersion-bilingual-education/4058632002/</a></p> <p>Otheguy &amp; Stern 2010 – On so-called Spanglish</p>	Weekly post

Week	Topic(s)	Readings + multimedia	Assignments
Week 13	Codeswitching, translanguaging in the classroom	<p>CUNY-New York State Initiative on Emergent Bilinguals <a href="https://www.cuny-nysieb.org">https://www.cuny-nysieb.org</a></p> <p>National Center on Cultural and Linguistic Responsiveness 2014 – Code-switching: Why it matters and how to respond</p> <p>Zapata &amp; 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] <a href="https://radiopublic.com/the-vocal-fries-GOoXdO/s1!5b7af">https://radiopublic.com/the-vocal-fries-GOoXdO/s1!5b7af</a></p>	<p>Weekly post</p> <p>Classroom P&amp;P outline</p>
Week 14	Critical language awareness for teachers and students	<p>Crystal 2019 – The myth of the native speaker <a href="https://www.youtube.com/watch?v=p-kZLP2FWUI">https://www.youtube.com/watch?v=p-kZLP2FWUI</a></p> <p>Gebhard, Harman, Seger 2007 - Reclaiming recess: Learning the language of persuasion</p> <p>Palmer, Cervantes-Soon, Dorner, &amp; Heiman 2021 – Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education</p>	<p>Weekly post</p>
Finals Week	Turn in your final project: Classroom Philosophy & Plan		
<b>This course does not have a final exam.</b>			

## 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](http://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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://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](http://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](mailto: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](http://odi.osu.edu/ccampis)



## Appendix

### Learning Outcome Charts

Each course activity is designed to engage learners and achieve the Course Learning Objectives (CO) and General Education Learning Outcomes (GE) in the following ways:

#### Small Paper: Tuning into Linguistic Diversity

This paper addresses the following learning outcomes: CO1, GE 1.1

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,

#### Small Paper: Linguistic Discrimination in Everyday Life

This paper addresses the following learning outcomes: CO2, GE 1.1, GE 2.1/2.2

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)

**Small Paper: Language Ideologies Experiences**

This paper addresses the following learning outcomes: CO3, CO4, GE 1.2, GE 2.3

Learning Outcomes	3	2	1	0
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.	Explain what counted as "good" language when you were growing up in schools and how you knew what counted as "good", using concepts from the course	Explain what counted as "good" language when you were growing up in schools and how you knew what counted as "good"	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
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	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
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**Small Paper: Looking Back, Looking Ahead**

This paper addresses *all course objectives and learning outcomes*, with an emphasis on: GE 2.2

**Final Project: Classroom Philosophy and Plan**

This paper addresses the following learning outcomes: CO4, CO 5, GE 1.2, GE 2.1/2.2, GE 2.3

Learning Outcomes	3	2	1	0
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 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
	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 support writing with multiple languages and varieties, using concepts and citing sources from the course	Explain how you will support writing with multiple languages and varieties	Explain incompletely how you will support writing with multiple languages and varieties, leaving out information reader needs to understand	Do not explain how 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	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

<p>educational contexts.</p> <p>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.</p>				
<p>GE 1.2. Examine the nature and significance of changes in how language diversity is conceptualized and addressed in educational contexts.</p> <p>GE 2.3. Analyze and critique language ideologies that shape policies, practices, and discourses in educational environments.</p>	<p>Explain how your P&amp;P demonstrates your awareness of language ideology/ies that shape classroom environments, using concepts and citing sources from the course</p>	<p>Explain how your P&amp;P demonstrates your awareness of language ideology/ies that shape classroom environments</p>	<p>Explain incompletely how your P&amp;P demonstrates your awareness of language ideology/ies that shape classroom environments, leaving our information reader needs to understand</p>	<p>Do not explain how your P&amp;P demonstrates your awareness of language ideology/ies that shape classroom environments</p>

# 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](mailto: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**

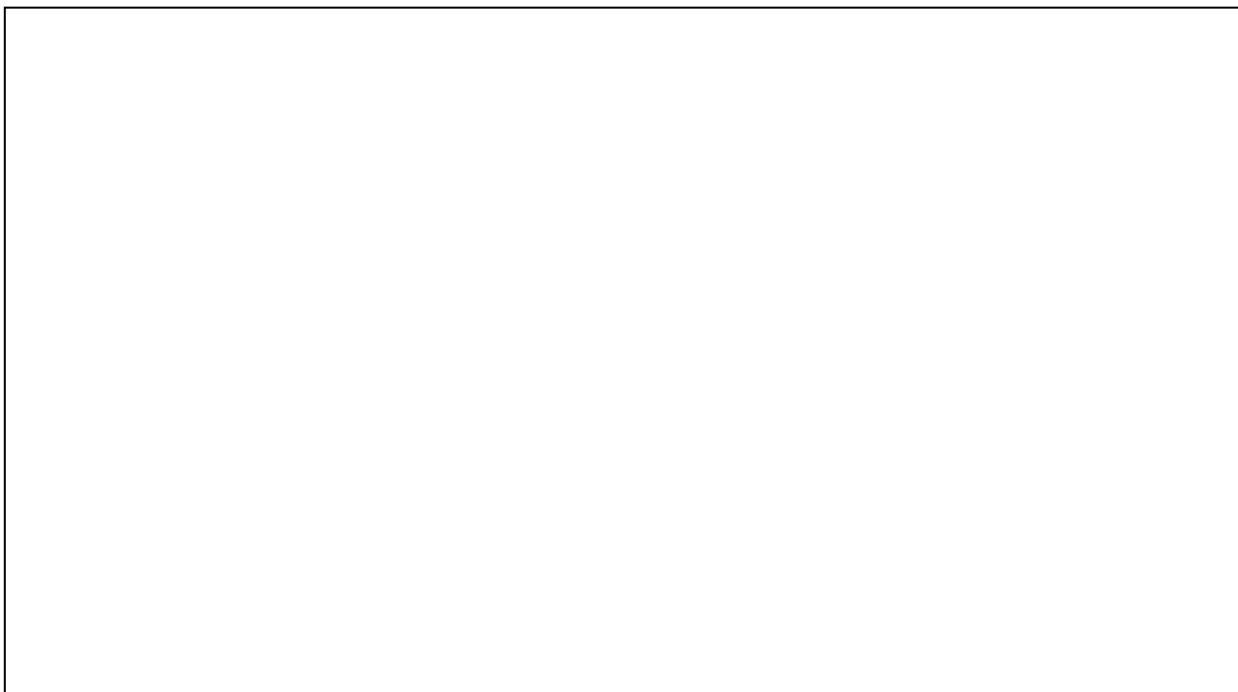
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO. The box is currently blank.