

# "I AM MY LANGUAGE."

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**EDUCATING  
EMERGENT  
MULTILINGUAL  
LEARNERS IN U.S.  
SCHOOLS**

**Fall 2024**



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# Course Goals

This course seeks to develop participants' knowledge, skills, and awareness of the following areas:

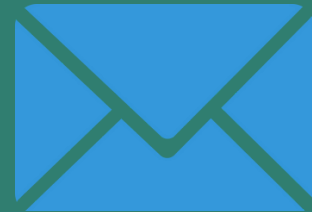
- recent immigration history and ongoing changes and issues in relation to demographics, educational policies, and legalities impacting EMLLs;
- academic, cultural, social, and linguistic strengths and needs of EMLLs;
- theoretical foundations and hands-on approaches to second (or multiple) language and literacy acquisition;
- approaches to developing curriculum and pedagogy geared toward addressing EMLLs' diverse strengths and needs in mainstream classrooms and other educational settings; and
- historical and current policies concerning the education of EMLLs, and how federal, state, and local policy can affect programmatic and pedagogical options within the classroom

\*\*\*We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.\*\*\*

Hi!



In my teaching, I strive to co-create joyful, critical learning communities with my students-- spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.



# WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

## Course Texts



**TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings**

We will draw upon a number of texts in this course. Mindful of the cost of course material and the barrier that presents for students' engagement, I have requested EBook copies of all texts through the libraries or (when not available) have made required excerpts available on Moodle. With that said, for those interested in adding to their pre-professional library, these texts are recommended:

Echevarria, J., Vogt, M., & Short, D. (2023). Making content comprehensible for English learners: The SIOP model. Pearson.

Fenner, D. S., Snyder, S., & Gregoire-Smith, M. (2023). Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible. Corwin Press.

Heineke, A. J., & McTighe, J. (2018). Using understanding by design in the culturally and linguistically diverse classroom. ASCD.

# Course Attendance & Participation



In this course, I am committed to **creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students**. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other's learning in this course. **I believe that there is a certain, irreplaceable magic that happens when we are learning together in community**. With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals.

## Online Discussion Posts

On Sundays **9/8, 9/15; 10/27; 11/5; 11/10; 12/8** respond to the discussion post prompt posted on Moodle or pose a question that has been raised by that week's readings/class discussions and provide a brief paragraph that gives a summary, background, or rationale for your question. You are asked to respond to **4** posts of your colleagues over the course of the semester (**2 before October 11th; and 2 additional responses by December 11th**), but are welcome to use the forum as much as is helpful for your learning.

## Internship Experience

Over the course of the semester, you will have the opportunity to partner with a school or community-based organization that connects to/supports the experiences of linguistically diverse students along the PK-16 continuum. This should offer you an opportunity to develop the knowledge, skills, and dispositions for relationship, facilitation, and change. In particular, your internship will be an opportunity for you to gain insight into the sociopolitical and educational landscape of the education of multilingual youth as well as a chance to offer your time and skills to address felt needs in the field. This work will be arranged in consultation with Margo Schall, Community Partnership Coordinator, and you can expect to spend **around 10 visits of 2 hours each** over the course of the semester engaging in your internship. In order to enter the field, you will need to ensure that Margo has your clearances on file or work with her to complete the necessary clearances. **Additionally, your participation in two Ed Talks over the course of the semester is required.**

# Course Assignments In Brief

Full descriptions will be handed out at least two weeks in advance

1

## Linguistic Autobiography (Due 9/27 by 11:59 pm)

In the first assignment, you will draw on your own educational experiences as data for beginning to investigate how individuals' experiences with language affect their current beliefs and/or behaviors. To do so, you will choose a modality (e.g., text, collage, video, etc.) or set of modalities to share your reflections around the following questions:

1. What role does language play in your life?
2. How has language affected your experience in school?

After completing your linguistic autobiography, you will prepare a 1-2 written page process reflection.

2

## Praxis Assignments (Due: 10/6; 11/3; 11/24)

This assignment is a set of activities and reflections related to your internship (Described in more detail on page 4) aimed at building your skills of radical listening and observation. Each reflection will be approximately 2 pages and will provide an opportunity for you to make meaning from the activity by analyzing how it informs your emergent understanding of linguistically diverse youth and school stakeholders.

- Assignment #1: Demographic Profile (10/6)  
Assignment #2: Shifts in Policy and Practice (11/3)  
Assignment #3: Curriculum in Action (11/24)

3

## Individual Inquiry Project (Due dates throughout)

For this assignment, you will identify a question of interest related to the education of multilingual learners that you will then explore over the course of the semester. You will prepare a proposal and curate self-directed learning reference list (**due 10/11**) and then will create a rendering (through a modality of your choice) to represent your findings. A draft of this rendering along will be shared with colleagues during one of two in-process sharings (**12/2 or 12/4**). The final version of this work, along with a complete list of sources consulted, will be included as an artifact for your final portfolio (see #4 below).

4

## Final Portfolio (Due December 20th by 12:30 pm)

At the end of the course, you will prepare a portfolio of five artifact and reflection pairs (each 250-500 words) along with a 2-3 page introduction and 2 page conclusion that represents your learning and development through the course.

All Written Work Should Feature:

**12-point Times New Roman (or equivalent) font**

**Double-spacing, with 1 inch margins (be sure to adjust the default page settings if using Microsoft Word)**

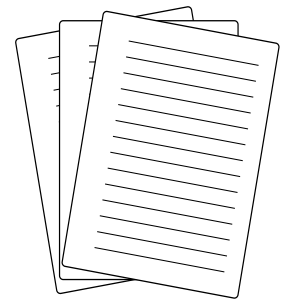
**Complete citations of all sources using a known citation format (MLA, APA, Chicago)**  
<https://guides.tricolib.brynmawr.edu/c.php?g=284950&p=1899017>

**Use of pseudonyms for any references to teachers and students from your internship**

If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

<https://www.brynmawr.edu/access-services>; <https://www.haverford.edu/access-and-disability-services>



The writing centers on both campuses offer free appointments with experienced peer tutors who are there to help you at any stage of the writing process.

[www.brynmawr.edu/writingcenter](http://www.brynmawr.edu/writingcenter)  
<https://www.haverford.edu/writing-center>

An illustration of two hands shaking. The hands are rendered in shades of orange, brown, and tan, with detailed shading to show the texture of the skin and the grip. The hands are positioned as if in a firm handshake, symbolizing support and agreement.

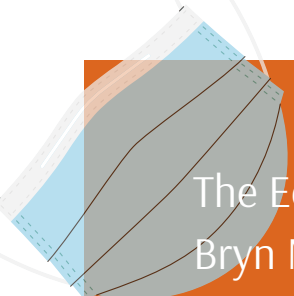
# Resources and Supports

Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and college life.

[http://www.brynmawr.edu/deans/acad\\_support/learning\\_resources.shtml](http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml)  
<https://www.haverford.edu/oar>

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation (by ODS/OAS) and then must speak to me. Other class members need to be aware that this class may be recorded.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.



The Education Department's COVID masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold these values.



The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>

# EVALUATION

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In my 10 years of teaching in higher education, I have seen how grades, as traditionally conceived, are subjective assessments based on incomplete data (e.g., As a faculty member, I do not know how much effort you put forth in a given assignment; how much growth as a writer and thinker a given assignment represents) rather than a rich and meaningful dialogue with students about their process and products. With that awareness in mind and in alignment with my own pedagogical philosophy centered around co-creation and critical self-reflection, I am practicing something called “dialogic grading” in this course. This means that your final grade in the course will be the result of my own assessment as well as your own.

Practically, engaging in dialogic grading means that I am not going to assign grades (letter or numerical) to your assignments. Instead, I will provide evaluation criteria for each assignment in advance and my substantive narrative commentary on your assignments will center around your progress towards these goals. At two points in the semester, on October 11th and by December 20th, I will ask you to write a self-reflection (with the support of a thorough rubric as well as suggested weights to different forms of participation) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution. While these reflections serve as two formalized moments to discuss your progress, you are invited to meet with me at any point in the semester to discuss your “grade.”

I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which “grades” are edicts from above. I recognize that this may be new, even in the Bi-Co. I am here to support you in this journey as we work to embrace a more co-constructed idea of course evaluation.

## THINGS TO REMEMBER:



- 1. I want you to do well.**
- 2. I believe that you can succeed.**
- 3. I see myself an active partner in your intellectual and personal growth and development.**
- 4. I am here to support you.**



# WHAT'S DUE?



Deadline (11:59 pm unless noted otherwise)	Assignment
Sunday, September 8th	Discussion Post #1
Sunday, September 15th	Discussion Post #2
Sunday, September 22nd	Discussion Post #3
Friday, September 27th	Linguistic Autobiography Assignment
Sunday, October 6th	Praxis Assignment #1
Friday, October 11th	Individual Inquiry Project Proposal and Source List; Mid-Semester Self-Evaluation; At least two responses to colleagues' discussion posts
Sunday, October 27th	Discussion Post #4
Sunday, November 3rd	Praxis Assignment #2
Sunday, November 10th	Discussion Post #5
Sunday, November 24th	Praxis Assignment #3
Monday, December 2nd and Wednesday, December 4th	Individual Project In-Process Sharings
Wednesday, December 11th	At least 2 responses to colleagues' discussion posts
December 20th at 12:30 pm	Final Portfolio Due; Final Self-Evaluation;

Please note that if you are ever in need of an extension, just ask. I cannot know that you need additional time if you do not tell me. We will work together to make a plan.