

**EDUC 605 Language and Culture in Education
Spring 2021**

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Lead and Section Instructor Contact Information

Lead instructor and section instructor contact information is located in Blackboard.

Professors		
Emails		
Office Hours		
Zoom Link		
Twitter Link		
Twitter Hashtag		

Course Description and Learning Outcomes

Course Description

Sapir noted that language is “a peculiarly potent symbol of social solidarity” while at the same time being “the most potent single known factor for the growth of individuality”. Its symbolic value in defining personal, cultural and national identity helps to explain the consistent use of the abrogation of language rights throughout history in a variety of personal and public domains across a range of social and political contexts.

This course will be structured in three phases within the seven course modules-Phase 1: will focus on Language and culture in the US; Phase 2: Language and culture from a global perspective (policy, practice- historical and present) and Phase 3: Application of language and culture in education (as it relates to profession and practice). We will review how these theories (both critical and non critical) have shaped important educational practices and ideas specifically as they relate to the language, heritage, and culture of students. The course will further introduce students to current and emerging concepts, theories, and methods in the field of language, culture and education policy and planning from a social justice, equity and access perspective. Recent developments in the field pivotal in language learning, cultural proficiency and teaching will be researched and studied. This course reflects the breath of disciplinary knowledge from multiple angles across diverse sociocultural and sociopolitical contexts. It seeks to enable students in language, culture, and education to get a sense of the issues being pursued in language, culture, and education and biliteracy planning.

The course is composed of several thematic units such as: Definitions and frameworks of language policy and planning, descriptive frameworks and status planning, social change and politics of language and culture, theoretical and methodological perspectives in language policy and planning, topical areas in language policy, and language and literacy policy and planning in education from local and global perspectives. Topics will include: The Politics of Intolerance; U.S. Language Policy and its Implications Globally; The Colonialism of English-Only; Education Discourse; and Reclaiming the Language of Possibility based on the 9 premises that-

1. Language is one of the most powerful forces in human culture.
2. Language supports structures of power and privilege-it helps those in power remain in power, and it prevents others from challenging them.
3. Language shapes our assumptions and beliefs.
4. Language can bring some issues and questions to the forefront of our

- thinking, and make others appear insignificant-or render them invisible.
5. Language motivates us to act-or keeps us from acting.
 6. Understanding the power of language can be profoundly empowering.
 7. Understanding the power language can influences our thinking about race, gender, disability, and sexual orientation.
 8. Promote language as a human rights issue.
 9. Understand how the cultural devastation that is currently wiping out at least half of the world's languages-and why we should care.

Course Learning Outcomes

By the end of this course you will be able to:

1. Explore terms, seminal research, theoretical frameworks, and foundational texts written about language, culture, and race in education
2. Investigate positionality within the framework of intersectionality.
3. Critique models of cultural competence and proficiency, cultural frameworks, and human rights policies impact on institutions, programs, and practices
4. Explain how to reclaim language and culture through an assets’ based framework.
5. Investigate language and cultural endangerment, extinction, and revival
6. Advance your understanding of how language, culture, and race intersect within the course topics and support the need for social justice in education.
7. Demonstrate how you apply concepts of language and culture to your profession and practice through a formal presentation on your growth and development as an academic in education for social justice.

Required Texts, Readings and Media

Each student will be required to select an approved text for this course which will be purchased/checked out from the library. All other required readings and materials are provided within the course or through searches through the Copley library database.

Online Learning Requirements

To be successful academically, online students must be able to navigate and search the web, use email, attach and upload documents, download and save files, and have access to and use Microsoft Word, Excel and PowerPoint. It is also expected of all students to be familiar with multi-media and related video-production software (QuickTime, Flash, LiveSlideShow, etc.) as well as free downloadable communication systems such as Skype. Please refer to the new student orientation course if you have questions on any of these items.

ZOOM Meetings: EDU 605 Course Bi-Weekly Cohort Meeting

Biweekly on Wednesdays from 4:30pm-6:30pm

Module	Overview	M1	M2	M3	M4	M5	M6	M7
Date	1/27	2/10	2/24	3/10	3/24	4/7	4/14	5/5 or 5/6

Make-Up & Late Work

Contact your instructor if you require additional time to submit your assignments due to significant extenuating circumstances.

Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, less than 25% of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work **no later than the end of the second week of the next semester**, otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES Graduate Student Support

Writing. The SOLES Graduate Student Writing Center is a virtual space designed to accommodate both online, or on-campus graduate students for whom distance or busy schedules conflict with coming to campus. The Center’s free web-based service provides students with feedback on digital versions of their written course assignments and offers one-on-one coaching sessions via remote conferencing.

To get started, please visit the SOLES Graduate Student Writing Center and complete the submission form. <http://www.sandiego.edu/soles/current/writing-center.php>

Wellness. USD and Student Wellness place great importance on providing students with the programs, experiences and support services necessary to help them maximize their educational experience, and to challenge them to develop knowledge, values and skills to enrich their lives.
<https://www.sandiego.edu/wellness/>

Technological Requirements and Troubleshooting

Course Access and Navigation

[Click here to see all course-related information posted on the Blackboard e-learning platform.](#) You can also access your course through the USD student portal. [Click here to access the MySanDiego.edu.](#)

System and Software Requirements

High-Speed Internet is required (DSL or better).

Computer: A PC or Mac with 8GB of RAM, an i7 quad core processor, and 100GB of free drive space is recommended.

Microsoft Office is required. If you are using Office 2010 or earlier, download and install the Microsoft Office Compatibility pack.

Webcam – for recording video
Email – to contact your faculty
Speakers or headset – to listen to multimedia

Recommended Browser

Firefox is the recommended browser for use with Blackboard on both the Mac and PC. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard. **Chrome** (Mac/Windows) is also a supported browser.

Blackboard lists the most current browser compatibility information on its site ([Click here for Blackboard's Help site.](#))

If you're having browser issues or your browser is locking up, try clearing your browser's cache.

[Instructions for clearing your cache on the most common browsers are found here.](#)

If components of your course are missing or broken, check to see whether your system is running the most current version of Java. [Click here to go to the Java website.](#)

Windows Users: [Test your version of Java here.](#)

Mac Users: Click: Apple > Software Update

Browser Plugins

[Windows Media Player](#) (or [Flip4Mac](#) if you use a Mac), [QuickTime](#), [Flash](#), [Shockwave](#), [Adobe Reader](#), and [Java](#).

The Adobe Reader Plugin is required for some content in this course. Users may need to download and install the most current version of Adobe Reader, which includes the plugin. Visit Adobe's website <http://www.adobe.com/products/reader.html> to download the most current version for your system.

Some Mac users may experience further issues when using Safari or Firefox. The best known solution is a free plugin download called Schubert|it PDF Browser Plugin <http://www.schubert-it.com/pluginpdf/>. Please clear your browser's cache and restart your browser after installing the plug-in.

Firefox: Firefox menu > Preferences > Advanced > Network > Offline Storage > Clear Now

The QuickTime Plugin is required for some content in this course. Windows users may need to download and install the QuickTime Plugin. To install the QuickTime Plugin in Firefox, follow Mozilla's instructions

<http://support.mozilla.org/en-US/kb/quicktime-plugin-play-audio-and-video?redirectlocale=en-US&redirectslug=Using+the+QuickTime+plugin+with+Firefox> . To Install QuickTime in other browsers or update QuickTime in Windows, visit Apple's QuickTime download page <http://www.apple.com/quicktime/download/> .

Technical Support

ITS Help Desk

(619) 260-7900

help@sandiego.edu

For basic questions, you can contact the Program Coordinator during regular business hours.

University of San Diego and SOLES Policy Information

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

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Accessibility and Usability

Technology Accessibility Statement Links

[Blackboard Learning Management System Accessibility Statement](#)

[Microsoft Office Accessibility Statement](#)

[Adobe Acrobat Accessibility Statement](#)

[Google – YouTube Accessibility Statement](#)

Requesting ADA Accommodations

The University of San Diego is committed to promoting knowledge and academic excellence for all learners. The University of San Diego's [Disability and Learning Difference Resource Center](#) helps students with verified disabilities obtain meaningful academic accommodations and support to help improve access to Professional and Continuing Education programs and courses.

If you are a student who would like to be considered for academic accommodations, please visit the [Disability and Learning Difference Resource Center](#) and follow the instructions under [Requesting Services](#).

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Course Assignments, Evaluation and Grading Criteria

Assignments

A variety of assignments are provided for this course to enable students to develop new skills, and to shine in their individual areas of strength. Some make use of students' creativity, while others push students to engage with people and organizations outside of the course. Other assignments require a close analysis of texts. Each assignment is designed to help students' gain a deep understanding of complexities associated with language, culture, and race in education. Students' task is to produce high quality assignments that demonstrate thoughtful analysis, critique, and depth of understanding. Course assignments are completed via discussion boards, class presentations and papers.

The following are the assignments to be used in assessing your performance. All graded activities include rubrics, which are located in the activity instructions.

Assignment	Points
Module Discussions	200
Research Paper and DISJ Presentation	100
Research Notes	100
Developing as an Academic in Social Justice Presentation	100
Total	500 points

Assignment Evaluation

Assignments will be graded according to the following set of standards:

- A. The assignment demonstrates thoughtful evaluation and analysis; careful critique; and a depth of understanding, reflection, student development, and effort. Careful attention has been paid to the complexities of arguments, ideas, and stances. Assignment execution is in line with the standards of research and high-quality graduate work including proper APA formatting, neatness, and timeliness.
- B. The assignment demonstrates at least some of the following: evaluation, analysis, critique, understanding, reflection, student development, and effort. Some attention has been given to differences in arguments, ideas and, and stances, however there is space for a greater demonstration of these complexities. Assignment execution is in line with standards of research and graduate work including some but not each: proper APA formatting, neatness, and timeliness.

Discussion Scoring Rubric

Criteria	Achievement Level Meets or Exceeds Expectations 80 – 100%	Achievement Level Approaches Expectations 70 – 79.99%	Achievement Level Below Expectations 69.99% or Less
Initial Response 50%	Initial response is posted by Day 4, fully addresses the prompt, and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples and/or details relevant experience to substantiate response.	Initial response is posted by Day 4 and somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration.	Initial response is not posted by Day 4, does not address the prompt, and/or is severely lacking in depth and detail. Initial response may be inappropriate for professional context. OR Non-performance
Follow-up Response 30%	Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust replies from peers and are supported by examples, relevant experience, and further questioning.	Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue.	Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical. OR No responses to peers.

Writing Mechanics 20%	Responses demonstrate quality graduate-level writing skills. Student posts are free of spelling and grammar errors. Resources and references are appropriately cited in APA format (where applicable).	Responses have some spelling and grammar errors and need some revision to meet expectations. Resources may not be appropriately cited in APA format (where applicable).	Responses have many spelling and grammar errors and need major revision to meet expectations. Resources are not appropriately cited in APA format (where applicable).
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Research Paper Rubric

Criteria	Expert 90 – 100%	Proficient 80 – 89.9%	Novice 79.9% or Less
1. Abstract	<p>The abstract addresses the following in succinct detail:</p> <ul style="list-style-type: none"> Identifies the problem statement key aspects of the literature review problem under investigation or research question(s) conclusion including implications and recommendations for further research are identified <p>Abstract format and style follow APA guidelines.</p>	<p>The abstract addresses most of the following, but some detail is lacking and/or extraneous detail reduces clarity:</p> <ul style="list-style-type: none"> Identifies the problem statement key aspects of the literature review problem under investigation or research question(s) conclusion including implications and recommendations for further research are identified <p>Abstract format and style guidelines are followed with few glaring errors.</p>	<p>The abstract addresses many of the following, but the absence of several key abstract details are missing. Abstract format and style guidelines are not followed.</p>
2. Introduction	<p>Statement of the problem is clearly stated with support from peer-reviewed research. The statement of the problem includes: description of the context of the problem (ex. statistics to provide evidence that the issue needs to be examined), relevant history (ex. laws,</p>	<p>Problem is not clearly stated or missing sufficient information about contextual information such as description of the context of the problem (ex. statistics to provide evidence that the issue needs to be examined), relevant history (ex. laws, policies, or structures related to your topic), definition</p>	<p>Problem statement is not adequately addressed.</p>

	policies, or structures related to your topic), definition of terms/language related to your topic, and research question	of terms/language related to your topic, and/or research question.	
3. Positionality	<p>The author uses the intersectionality framework to thoughtfully articulate their positionality in relation to the topic.</p> <p>Positionality is explicitly and critically presented in the context of the research paper. A critical view of self and positionality addresses assumptions and biases transparently and creates space for the reader to contemplate the author's connection to the topic.</p>	<p>The author does not sufficiently use the intersectionality framework to thoughtfully articulate their positionality in relation to the topic.</p> <p>Positionality is not sufficiently presented in the context of the research paper. A critical view of self and positionality addresses assumptions and biases transparently and creates space for the reader to contemplate the author's connection to the topic.</p>	Does not or minimally articulates one's identities within the intersectionality framework and/or does not describe the impact of their positionality on the topic.
4. Review of Literature	<p>The review of literature clearly and succinctly identifies themes, debates, and gaps within the research. The structure of your review is clear (chronological, thematic, methodological, or theoretical). Your review is clearly situated within the context of previous research. You have provided a critical evaluation and synthesis of relevant themes, gaps, and issues. A theoretical or conceptual framework supports the development of your topic.</p>	<p>The author does not sufficiently review the literature. The following areas need additional work: identification of themes, debates, and gaps within the research; structure; context of previous research; critical evaluation and synthesis of relevant themes, gaps, and issues; and/or theoretical or conceptual framework supports the development of your topic.</p>	Not all structural components that comprise a literature review are present.
5. Conclusion	<p>The paper clearly summarizes key findings and how they addressed the research question. The author identifies the scholarly significance of the research. Recommendation for future research build off of the review of past</p>	<p>The paper does not clearly summarizes key findings and how they addressed the research question, identifies the scholarly significance of the research, or make appropriate recommendation for future research build off of the review of past research and contextual</p>	Not all structural components that comprise a conclusion are present.

	research and contextual needs of the person/group identified.	needs of the person/group identified.	
6. Demonstration of academic writing	<p>Submission is well written and reflects doctoral-level writing standards (succinct and contains no typographic, spelling, or grammatical errors).</p> <p>All sources of scholarly research in the paper are attributed appropriately. References to scholarly work include appropriate detail. APA formatting and style is correct throughout the paper. References include appropriate detail.</p>	<p>Submission approaches doctoral-level writing standards, but contains one major error in page formatting, grammar, spelling, or punctuation.</p> <p>OR</p> <p>Paper contains one to two minor errors in the execution of APA style.</p> <p>All sources of scholarly research in the paper are attributed when needed. References include appropriate detail.</p>	<p>Submission does not demonstrate acknowledgement and/or execution of doctoral-level writing standards.</p> <p>OR</p> <p>Paper contains more than three major errors, defined as: page formatting, grammar, spelling, punctuation; or an improper or absent attribution of work.</p> <p>Paper contains three or more minor APA style errors, including details in citations or references.</p>
7. SOLES Diversity, Inclusion, and Social Justice Showcase Presentation	<p>Submission to SOLES DISJ Showcase was on time and the presentation followed the guidelines set. Presentation was doctoral-level and included all components of the research paper.</p>	<p>Submission to SOLES DISJ Showcase was either not on time or the presentation did not fully follow the guidelines set. The presentation was missing components of the research paper or did not meet doctoral-level standards.</p>	<p>Nothing was submitted to the SOLES DISJ Showcase and/or the presentation did not include the outlined components of the research project.</p>

Culminating Research Notes Rubric

Criteria	Achievement Level Meets or Exceeds Expectations 80 – 100%	Achievement Level Approaches Expectations 70 – 79.99%	Achievement Level Below Expectations or Non-performance 69.99% or Less
Research Analysis Skills 40%	The Research Notes demonstrates a clear development of research analysis skills including each of the available elements of research text (background and need, purpose, research	The Research Notes demonstrates the use of research analysis frameworks and tools, however, the analysis lacks in interpretations, elements, and detail.	The Research Notes do not demonstrate the development of research analysis skills. Frameworks and tools to support development

	questions/hypothesis, methods, results, conclusions, limitations, connections, and notes). The research is organized in a thoughtful manner.		were not used consistently.
Content Engagement 40%	Research Journal demonstrates an engagement with each of the articles included within the Research Paper.	Research Journal demonstrates an engagement with 90-99% of the articles included within the Research Paper.	Research Journal demonstrates an engagement with less than 90% of the articles included within the Research Paper.
Research Quality 20%	Research Journal demonstrates processes consistent with quality standards for doctoral-level academic research.	Research Journal demonstrates an acknowledgement of quality standards below doctoral-level academic research.	Research Journal does not demonstrate an acknowledgement of quality standards for doctoral-level academic research.

Developing as an Academic in Social Justice Presentation Rubric

The Final Presentation on Developing as an Academic in Social Justice provides the audience an opportunity to hear about your scholarly, professional, and/or personal journey within education for social justice using your research from this term as a channel. Along with summarizing the research topic in social justice, include the impact of the research process on your evolving identity within and through social justice in education, and how it roots you in academic discourse by answering the following questions:

- How do language, culture, and race intersect within the course topics and support the need for social justice in education?
- How have you applied concepts of language, culture, and/or race to your world personally and professionally within your research?
- How have you grown as a scholar-activist?

Your presentation is limited to 15-minutes and should include at least one interactive component. Your presentation should follow the style of a TED Talk, which consists of a lecture with an accompanying multimedia presentation, and adheres to a strict time limit of 15 minutes. When you present the talk to your colleagues, videotape yourself and upload this recording in your assignment submission by Day 7 of Module 7. See this link for ideas on how to prepare: <https://www.duarte.com/presentation-skills-resources/10-ways-to-prepare-for-a-ted-format-talk/> A rubric is included below to guide you in preparation for the Professional Presentation product.

Professional Presentation Rubric

Criteria	Achievement Level Meets or Exceeds Expectations 80 – 100%	Achievement Level Approaches Expectations 70 – 79.9%	Achievement Level Below Expectations 69.9% or Less
Content 40%	<p>Presenter leads audience on a journey through their scholarly process in a 15-minute presentation (slide deck, video, essay, etc.), with an interactive component. The answer each of the following questions:</p> <ul style="list-style-type: none"> ● How do language, culture, and race intersect within the course topics and support the need for social justice in education? ● How have you applied concepts of language, culture, and/or race to your world personally and professionally within your research? ● How have you grown as a scholar-activist? 	<p>Presenter leads audience on a journey through their scholarly process in a 15-minute presentation (slide deck, video, essay, etc.), with an interactive component. The response to each of the questions lacks depth and/or evidence.</p>	<p>Presenter does not lead the audience on a journey through their scholarly process in a 15-minute presentation (slide deck, video, essay, etc.), with an interactive component.</p>
Media and Visuals 20%	<p>Multimedia presentation complements and reinforces the message of the talk. Slides are clear, readable, and use text effectively to convey the desired message.</p>	<p>Multimedia presentation somewhat complements and reinforces the message of the talk. Slides may not be as clear, readable, and effective in the use of text to convey desired messages.</p>	<p>Multimedia presentation does not complement and reinforce the message of the talk. Slides are not clear, readable, and light on text. No interactive component is included in the presentation.</p>

Delivery and Interaction 20%	Presenter speaks clearly and audibly and strives to engage the audience. Talk does not exceed 15 minutes. At least one interactive component is included in the presentation.	Presenter mostly speaks clearly and audibly and strives to engage the audience, but there may be some awkward pauses or filler words. Talk does not exceed 15 minutes. At least one interactive component is included in the presentation.	Presenter does not speak clearly and audibly and does not strive to engage the audience. Talk either exceeds 15 minutes or is extremely brief.
Feedback to Peers 20%	Presenter participates in the interactive portion of peers' presentations and provides feedback to each peer.	Presenter participates in the interactive portion of peers' presentations but does not provide feedback to each peer.	Presenter does not participate in the interactive portion of peers' presentations nor provides feedback to each peer.

**Module Assignment Summary and Dates
COURSE CALENDAR
AT A GLANCE**

MODULE 1: Language, Culture, and Race in the U.S. Education

MODULE 1	1/27	MODULE BEGINS ZOOM MEETING #1	<u>MODULE VIDEO</u> 1) Overview 2) Self-Introduction 3) Module1
	2/5	DISCUSSION INITIAL POST DUE	<u>READ</u> 1) Banks 2001 2) Ladson-Billings 2014 3) Artiles et al. 2010 4) Choice from list
	2/8	RESPONSE TO PEERS	
	2/10	SYNCHRONOUS CLASS ZOOM MEETING	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Proposed Topic</i>
	2/15	RESEARCH PAPER FEEDBACK OPPORTUNITY	

MODULE 2: Foundational Text on Language, Culture, and Race in Education

MODULE 2	2/16	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 2
	2/19		

	2/22	DISCUSSION INITIAL POST DUE	<u>READ</u> 1) Carr (2016) 2) Paris (2012) 3) Sleeter (2014) 4) One from list 5) One book
	2/24	RESPONSE TO PEERS	
	3/1	SYNCHRONOUS CLASS ZOOM MEETING	
		RESEARCH PAPER FEEDBACK OPPORTUNITY	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Introduction</i>

MODULE 3: Cultural Proficiency in Multicultural Context

MODULE 3	3/2	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 3
	3/5	DISCUSSION INITIAL POST DUE	<u>READ</u>
	3/8	RESPONSE TO PEERS	1) Lindsey & Lindsey (2016) 2) Gorski (2016) 3) One from the list 4) One choice
	3/10	SYNCHRONOUS CLASS ZOOM MEETING	
	3/15	RESEARCH PAPER FEEDBACK OPPORTUNITY	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Literature Review</i>

MODULE 4: Framing Language and Culture through Human Rights and Equity

MODULE 4	3/16	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 4
	3/19	DISCUSSION INITIAL POST DUE	<u>READ</u>
	3/22	RESPONSE TO PEERS	1) McFarland (2015) 2) Osler (2016) 3) One from the list 4) One choice
	3/24	SYNCHRONOUS CLASS ZOOM MEETING	
	3/29	RESEARCH PAPER FEEDBACK OPPORTUNITY	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response

			2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Conclusion and Abstract</i>
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MODULE 5: Language and Culture as a Vehicle of Identity

MODULE 5	3/30	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 5
	3/31	SUBMIT SOLES DISJ ABSTRACT	<u>READ</u> 1) Alim, Baglieri, Ladson-Billings, Paris, Rose, & Valente (2017)
	4/2	DISCUSSION INITIAL POST DUE	2) Waitoller & Thorius (2016) 3) One from the list 4) One choice
	4/5	RESPONSE TO PEERS	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response
	4/7	SYNCHRONOUS CLASS ZOOM MEETING	2) <i>Research Notes</i> 3) <i>Reflection</i>
	4/9	SUBMIT SOLES DISJ PRESENTATION	4) <i>Research Paper Presentation Preparation and Peer Feedback</i>
	4/12	RESEARCH PAPER FEEDBACK OPPORTUNITY	

MODULE 6: Language and Culture Endangerment, Extinction, and Revival

MODULE 6	4/13	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 6
	4/14	SOLES DIVERSITY, INCLUSION, AND SOCIAL JUSTICE SHOWCASE	<u>READ</u> 1) 50(0) Years Out and Counting (McCarty et al., 2015) 2) Finish book
	4/15	DISCUSSION INITIAL POST DUE	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response
4/19	RESPONSE TO PEERS AND ASSIGNMENTS DUE	2) <i>Research Notes</i> 3) <i>Reflection</i>	
			<u>ASSIGNMENTS</u> 1) SOLES DISJ Showcase 2) Research Paper

MODULE 7: Moving the Discussion of Language, Culture, and Race Forward

MODULE 7	4/20	MODULE BEGINS	<u>ASSIGNMENT</u>
	5/5 or 5/6		1) Culminating Research Notes
	5/10	SYNCHRONOUS CLASS ZOOM MEETING	2) Developing as an academic in social justice presentation
		ASSIGNMENTS DUE	

Learner Responsibilities

Research has shown that online students are self-starters and highly motivated. The fact that you sought out this learning experience and are enrolled in an online class affirms the research. You may have taken an online class prior to this, or this may be your first experience with online education. Taking some time to plan for your course of study can yield benefits and help ensure success. Check your course every day and monitor/track deadlines accordingly. Participation and regular attendance is an integral part of your overall success in the course.

Time Commitment

Any course of study requires a "time" for class. This online instructional environment requires you to arrange your schedule to allow time for you to "attend" class on a regular basis each week. The time you select is not important, but it is important that you log into your Blackboard course and complete the activities and assignments on a regular basis. Each credit unit equals 12.5 core instruction hours; therefore, in this 3-unit course you will have 37.5 instructional hours plus 75 hours of other course activities. You can expect to spend about 15 – 18 hours per week in the class.

Online forum discussions are more valuable when all members of the group participate. Waiting until the last minute of the final due date to post does not contribute to the dialogue. Planning a space and time for studying and accessing the course frequently is paramount to your success.

Student Conduct/ Netiquette

Online learning brings together students from diverse locations and populations. This creates potential for a rich learning community and also creates a need for thoughtful, courteous communications. Use a professional and collegial tone in course dialogue. Refrain from using inappropriate or offensive language. Humor can sometimes be a challenge because of the lack of cues in the online forum, such as facial and body gestures and voice inflection. Be sensitive to these limitations and respectful to all participants. It is the responsibility of all class members to foster a positive learning community.

Building Community

University of San Diego online courses are designed to be community-centered learning environments. This means that the courses are designed to foster connections among the participants as you explore common learning goals and interests. Each student brings unique characteristics and experiences to the online classroom. Learn to use the course communication tools and begin creating connections right away. It is the responsibility of all class members to foster social and academic interactions. Thoughtfully share a bit about yourself, your ideas, experiences and new knowledge in the class forums to promote a collaborative, rich learning environment.

Academic Integrity and Avoiding Plagiarism

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

The complete University of San Diego Academic Integrity Policy is located at:
<http://catalogs.sandiego.edu/graduate/academic-regs/>

Avoiding Plagiarism

The nature of education and scholarship is the sharing of theories and ideas. Avoid plagiarizing by providing a citation when using the words or ideas of others. It is your responsibility to give credit to the sources of information you consult when developing written work. For this course, you are expected to use [APA style](#) (seventh edition) for both formatting and citing references in your papers.

Withdrawal from Class

If you decide not to take a course that you registered for, you must contact the Director of Online Programs for SOLES on or before the first day of class. If you fail to officially withdraw, you will be assigned a grade of "F" and charged for the class. Please refer to the Drop and Withdrawal policies found in the Student Handbook.

Course Evaluations

Course evaluations are collected via an online system that maintains student anonymity. The information you provide in these evaluations is extremely important, as it is used to inform continuous improvement of course content and instruction as well as faculty performance reviews, so your participation is strongly encouraged.

Academic Grievance Procedures

Concerns about academic issues should be raised with your instructor first. If you are unable to resolve the issue(s) with your instructor, contact the Director of Online Programs for SOLES.

SOLES On-line Course Evaluation

SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Torero Hub drop-down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be

found at:

<https://www.sandiego.edu/soles/documents/current/student-instructions-for-accessing-course-evaluations-8-3-15.pdf>

Basic Needs Acknowledgement

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office at (619) 260-4588 or on campus in UC 232. If you find yourself in this situation, please reach out so that you can gain access to the USD Food Pantry- <https://www.sandiego.edu/food-pantry/> , Torero Closet, or other resources on or off campus.

Wellness Support for USD Students

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, trauma, alcohol and other drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities. Often connecting with a mental health provider for support can be helpful which can be done by outreaching to your insurance provider. Also, visit the You are USD website at <http://sites.sandiego.edu/youareusd/> for resources. Emergency services are also available 24/7 through Public Safety at (619) 260-2222.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University- wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Course Outline

MODULE 1: Language, Culture, and Race in the U.S. Education

As we explore language, culture, and race in education in U.S. schools, we will review the terms, theories, and frameworks within multicultural education using a social justice lens. Activities within this module will help you build on previous information from your critical theory and educational research courses to support your conceptual understanding of critical issues and action within education.

Module Learning Outcomes

By the end of this module, you will be able to:

Module Video and Discussion:

- Explore terms and seminal research in the areas of language, culture, and race in education in the context of U.S. schools.
- Investigate positionality within the framework of intersectionality.

Assignment:

- Identify a topic on language, culture, and/or race to research and present at the SOLES Diversity, Inclusion, Social Justice Showcase.

MODULE 1	1/27	MODULE BEGINS	<u>MODULE VIDEO</u>
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		ZOOM MEETING #1	1) Overview 2) Self-Introduction 3) Module1
2/5		DISCUSSION INITIAL POST DUE	<u>READ</u>
2/8		RESPONSE TO PEERS	1) Banks 2001 2) Ladson-Billings 2014 3) Artiles et al. 2010 4) Choice from list
2/10		SYNCHRONOUS CLASS ZOOM MEETING	
2/15		RESEARCH PAPER FEEDBACK OPPORTUNITY	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Proposed Topic</i>

Readings

- *Artiles, A. J., Kozleski, E. B., Trent, S. C., Osher, D., & Ortiz, A. (2010). Justifying and explaining disproportionality, 1968–2008: A critique of underlying views of culture. *Exceptional Children, 76*(3), 279-299.
- *Banks, J. A. (2001). Approaches to multicultural curriculum reform. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (4th ed., pp. 242-263). Wiley.
- Banks, J. A., & Banks, C. A. M. (Eds.). (2015). *Multicultural education: Issues and perspectives*. Wiley.
- Banks, J. A. (2018). *An introduction to multicultural education* (6th ed.). Pearson.
- Bell, D. A. Jr. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard Law Review, 93*(3), 518-533.
- Bruner, J. S. (1964). The course of cognitive growth. *American Psychologist, 19*(1), 1-15.
- Delpit, L. (2006). What should teachers do? Ebonics and culturally responsive instruction. In S. J. Nero (Ed.), *Dialects, Englishes, creoles, and education* (pp. 93-101). Lawrence Erlbaum Associates, Inc. (Reprinted from *The real Ebonics debate: Power, language, and the education of African-American children*, by T. Perry, T., & L. D. Delpit, Eds., 1998, Beacon Press)
- García, S. B., & Ortiz, A. A. (2006). Preventing disproportionate representation: Culturally and linguistically responsive prereferral interventions. *Teaching Exceptional Children, 38*(4), 64-68.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-116.
- Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43*(1), 48-70.
- Kalyanpur, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Paul H. Brookes Publishing Company.
- *Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review, 84*(1), 74-84. <https://doi.org/10.17763/haer.84.1.p2rj131485484751>
- Ladson-Billings, G., & Tate IV, W. F. (1995). Toward a critical race theory of education. *Teachers College Record, 97*(1), 47-68.
- Nieto, S. (2017). Re-imagining multicultural education: New visions, new possibilities. *Multicultural Education Review, 9*(1), 1-10. <http://dx.doi.org/10.1080/2005615X.2016.1276671>

MODULE 2: Foundational Text on Language, Culture, and Race in Education

As we explore language, culture, and race in education in the context of schools, we will review the

terms, theories, and frameworks within multicultural education using a social justice lens. Activities within this module help you build on previous information from your critical theory and educational research courses to support your conceptual understanding of critical issues and action within education.

Module Learning Outcomes

Module Video and Discussion:

- Explore foundational texts in the areas of language, culture, and race in education
- Investigate the politics of language and culture using existing theoretical and methodological perspectives in the context of professional practice

Assignment Development:

- Develop introduction on the topic for research Identify a topic on language, culture, and/or race to research and present at the SOLES Diversity, Inclusion, Social Justice Showcase.

MODULE 2	2/16	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 2
	2/19	DISCUSSION INITIAL	<u>READ</u> 1) Carr (2016) 2) Paris (2012) 3) Sleeter (2014) 4) One from list 5) One book
		POST DUE	
	2/22	RESPONSE TO PEERS	
	2/24	SYNCHRONOUS CLASS ZOOM MEETING	
3/1	RESEARCH PAPER FEEDBACK OPPORTUNITY	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Introduction</i>	

Articles:

- Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163-206.
- *Carr, P. R. (2016). Whiteness and white privilege: Problematizing race and racism in a “color-blind” world and in education. *International Journal of Critical Pedagogy*, 7(1), 51-74.
- DeCuir, J. T., & Dixson, A. D. (2004). “So when it comes out, they aren’t that surprised that it is there”: Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher*, 33(5), 26-31.
- Glover, C., & Stover, K. (2011). Starting with young learners: Using critical literacy to contest power and privilege in educational settings. In G. A. Wiggan (Ed.), *Power, privilege, and education: Pedagogy, curriculum, and student outcomes*, (pp. 9-28), Nova Science Publishers.
- Jaramillo, J. A. (1996). Vygotsky's sociocultural theory and contributions to the development of constructivist curricula. *Education*, 117(1), 133-141.

- Lantolf, J. P. (2000). Introducing sociocultural theory. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp.1-26), Oxford University Press.
- *Sleeter, C. E. (2011). An agenda to strengthen culturally responsive pedagogy. *English Teaching: Practice and Critique*, 10(2), 7-23.
- *Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational researcher*, 41(3), 93-97.
- Solorzano, D. G., & Yosso, T. J. (2001). Critical race and LatCrit theory and method: Counter-storytelling. *International Journal of Qualitative Studies in Education*, 14(4), 471-495.

Books:

- Baker-Bell, A. (2020). *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. Routledge.
- Banks, J. A., & McGee Banks, C. A. (Eds.). (2019). *Multicultural education: Issues and perspectives*. John Wiley & Sons.
- Freire, P. (1996). *Pedagogy of the oppressed (revised)*. Continuum.
- Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach with new commentary by Peter McLaren, Joe L. Kincheloe*. Westview Press.
- Freire, P. (2015). *Pedagogy of indignation*. Routledge.
- hooks, b. (2014). *Teaching to transgress*. Routledge.
- hooks, B. (2003). *Teaching community: A pedagogy of hope* (Vol. 36). Psychology Press.
- Love, B. L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- Rendón, L. I. (2012). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice and liberation*. Stylus Publishing, LLC.
- Wilkerson, J. (2018). *To live here, you have to fight: How women led Appalachian movements for social justice*. University of Illinois Press.
- Wilkerson, I. (2020). *Caste (Oprah's Book Club): The Origins of Our Discontents*. Random House.
- Woodson, C. G. (2006). *The mis-education of the Negro*. Book Tree.

MODULE 3: Cultural Proficiency in Multicultural Context

As we explore cultural proficiency in multicultural contexts, we will review the related terms, theories, and frameworks. Activities within this module will help you build on previous learning, identify your current level on your journey to cultural proficiency, and discern next steps for your personal growth and advocacy within your educational context.

Module Learning Outcomes

By the end of this module, you will be able to:

Module Video and Discussion:

- Explore models of cultural competence and proficiency
- Critique cultural frameworks within multiple contexts
- Examine challenges of cultural frameworks within an educational system/setting

Assignment Development:

- Develop a review of the literature on a research topic related to language, culture, and/or race to be presented at the SOLES Diversity, Inclusion, Social Justice Showcase.

MODULE 3	3/2	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 3
	3/5	DISCUSSION INITIAL POST DUE	<u>READ</u> 1) Lindsey & Lindsey (2016) 2) Gorski (2016) 3) One from the list 4) One choice
	3/8	RESPONSE TO PEERS	
	3/10	SYNCHRONOUS CLASS ZOOM MEETING	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Literature Review</i>
	3/15	RESEARCH PAPER FEEDBACK OPPORTUNITY	

- Bakken, J. P., & Smith, B. A. (2011). A blueprint for developing culturally proficient/responsive school administrators in special education. *Learning Disabilities: A Contemporary Journal*, 9(1), 33-46.
- Boveda, M. (2019). An Afro-Latina's navigation of the academy: Tracings of audacious departures, reroutings, and intersectional consciousness. *Feminist Formations*, 31(1), 103-123. <https://doi.org/10.1353/ff.2019.0011>
- Boveda, M., & Weinberg, A. E. (2020). Facilitating Intersectionally Conscious Collaborations in Physics Education. *The Physics Teacher*, 58(7), 480-483.
- Buchanan, M. C., Correia, M. G., & Bleicher, R. E. (2019). Increasing preservice teachers' intercultural awareness through service-learning. In V. M. Jagla & K. C. Tice (Eds.), *Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy* (pp. 269-296). IAP-Information Age Publishing, Inc.
- DeNicolo, C. P., González, M., Morales, S., & Romani, L. (2015). Teaching through testimonio: Accessing community cultural wealth in school. *Journal of Latinos and Education*, 14(4), 228-243. <https://doi.org/10.1080/15348431.2014.1000541>
- Furman, G. (2012). Social justice leadership as praxis: Developing capacities through preparation programs. *Educational Administration Quarterly*, 48(2), 191-229. <https://doi.org/10.1177/0013161X11427394>
- *Gorski, P. (2016). Rethinking the role of "culture" in educational equity: From cultural competence to equity literacy. *Multicultural Perspectives*, 18(4), 221-226. <https://www.doi.org/10.1080/15210960.2016.122834>
- Kelly, M. E. (2017). The argument for using the cultural proficiency continuum to develop culturally responsive pre-service teacher candidates. *National Teacher Education Journal*, 10(1), 53-58.
- Kubota, R., & Lin, A. (2006). Race and TESOL: Introduction to concepts and theories. *TESOL quarterly*, 40(3), 471-493.
- *Lindsey, D. B., & Lindsey, R. B. (2016). Outcomes: Build cultural proficiency to ensure equity. *The Learning Professional*, 37(1), 50-56.
- Lindsey, R. B., Robins, K. N., Lindsey, D. B., & Terrell, R. (2009). Cultural proficiency: Changing the conversation. *Leadership*, 38(4), 12-15.
- Motha, S., & Lin, A. (2014). "Non-coercive rearrangements": Theorizing desire in TESOL.

TESOL Quarterly, 48(2), 331-359.

Moyer, A., & Clymer, J. (2009). What Does It Mean to Be Culturally Proficient?. *Principal*, 89(2), 14-18.

Ogay, T., & Edelman, D. (2016). ‘Taking culture seriously’: Implications for intercultural education and training. *European Journal of Teacher Education*, 39(3), 388-400. <https://doi.org/10.1080/02619768.2016.1157160>

Paris, D. (2019). Naming beyond the white settler colonial gaze in educational research. *International Journal of Qualitative Studies in Education*, 32(3), 217-224. <https://doi.org/10.1080/09518398.2019.1576943>

Quezada, R., & Alexandrowicz, V. (2019). Developing culturally proficient teachers for dual-language classrooms. *Theory Into Practice*, 58(2), 185-193. <https://doi.org/10.1080/00405841.2019.1569398>

MODULE 4: Framing Language and Culture through Human Rights and Equity

As we explore human rights policies related to language and culture in education in schools, we will review the terms, theories, and frameworks within multicultural education using a social justice lens. Activities within this module will help you build on previous information from your critical theory and educational research courses to support your conceptual understanding of critical issues and action within education.

Module Learning Outcomes

By the end of this module, you will be able to:

Module Video and Discussion:

- Analyze and compare human rights policies related to language and culture
- Determine how global human rights policies can impact institutions, programs, and practices.

Assignment Development:

- Develop a conclusion and abstract for your research paper related to language, culture, and/or race to be presented at the SOLES Diversity, Inclusion, Social Justice Showcase

MODULE 4	3/16	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 4
	3/19	DISCUSSION INITIAL POST DUE	<u>READ</u>
	3/22	RESPONSE TO PEERS	1) McFarland (2015) 2) Osler (2016)
	3/24	SYNCHRONOUS CLASS ZOOM MEETING	3) One from the list 4) One choice
	3/29	RESEARCH PAPER FEEDBACK OPPORTUNITY	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i>

- Canagarajah, S. (2020). *Transnational literacy autobiographies as translanguaging writing*. Routledge.
- De Varennes, F., & Kuzborska, E. (2016). Language, rights and opportunities: The role of language in the inclusion and exclusion of indigenous peoples. *International Journal on Minority and Group Rights*, 23(3), 281-305. <https://doi.org/10.1163/15718115-02303004>
- Klees, S. J., & Qargha, O. (2014). Equity in education: The case of UNICEF and the need for participative debate. *Prospects*, 44(3), 321-333. <https://doi.org/10.1007/s11125-014-9295-0>
- McCarty, T. L., Nicholas S. E., & Wyman, L. T. (2015) 50(0) Years Out and Counting: Native American Language Education and the Four Rs, *International Multilingual Research Journal*, 9(4), 227-252. <http://doi.org/10.1080/19313152.2015.1091267>
- McDougal, M. S., Lasswell, H. D., & Chen, L. C. (1976). Freedom from discrimination in choice of language and international human rights. *Southern Illinois University Law Journal*, 1, 151-174.
- McFarland, S. (2015). Culture, individual differences, and support for human rights: A general review. *Peace and Conflict: Journal of Peace Psychology*, 21(1), 10-27. <http://dx.doi.org/10.1037/pac0000083>
- *Nussbaum, M. C. (2006). Education and democratic citizenship: Capabilities and quality education. *Journal of Human Development*, 7(3), 385-395. <https://www.doi.org/10.1080/14649880600815974>
- *Osler, A. (2016). *Human rights and schooling: An ethical framework for teaching for social Justice* (J. A. Banks, Ed.). Teachers College Press.
- Osler, A., & Yahya, C. (2013). Challenges and complexity in human rights education: Teachers' understandings of democratic participation and gender equity in postconflict Kurdistan-Iraq. *Education Inquiry*, 4(1), 189-210. <https://doi.org/10.3402/edui.v4i1.22068>
- Osler, A., & Starkey, H. (1996). *Teacher education and human rights*. David Fulton Publishers Ltd.
- Pahor, M. J. (2017). Transculturality. In Y. Y. Kim & K. McKay-Semmler (Eds.), *The International Encyclopedia of Intercultural Communication* (pp. 1952-1956), John Wiley & Sons.
- Piatt, B. (1986). Toward domestic recognition of a human right to language. *Hous. L. Rev.*, 23, 885-906.
- Sen, A. (2005). Human rights and capabilities. *Journal of Human Development*, 6(2), 151-166. <https://www.doi.org/10.1080/14649880500120491>

MODULE 5: Language and Culture as a Vehicle of Identity

As we explore language and culture as vehicles of identity, we review the terms, theories, and frameworks within multicultural education using a social justice lens. We examine how to reclaim language and culture through an assets-based framework. Furthermore, we assist you as you begin to think about how the results of your research project will further understanding of these topics. Activities within this module will help you build on previous information from your critical theory, educational research courses, and previous modules on language and culture in education to support your conceptual understanding of critical issues and action within education.

Module Learning Outcomes

By the end of this module, you will be able to:

Module Video and Discussion:

- Using the frameworks and models presented, explain how to reclaim language and culture through an assets' based framework.

Assignment Development:

- Peer feedback and preparation for your research paper related to language, culture, and/or race to be presented at the SOLES Diversity, Inclusion, Social Justice Showcase

MODULE 5	3/30	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 5
	3/31	SUBMIT SOLES DISJ ABSTRACT	<u>READ</u> 1) Alim, Baglieri, Ladson-Billings, Paris, Rose, & Valente (2017)
	4/2	DISCUSSION INITIAL POST DUE	2) Waitoller & Thorius (2016)
	4/5	RESPONSE TO PEERS	3) One from the list 4) One choice
	4/7	SYNCHRONOUS CLASS ZOOM MEETING	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response
	4/9	SUBMIT SOLES DISJ PRESENTATION	2) <i>Research Notes</i> 3) <i>Reflection</i> 4) <i>Research Paper Presentation Preparation and Peer Feedback</i>
	4/12	RESEARCH PAPER FEEDBACK OPPORTUNITY	

*A Harvard Educational Review forum with, Alim, H. S., Baglieri, S., Ladson-Billings, G., Paris, D., Rose, D. H., & Valente, J. M. (2017). Responding to “cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for dis/ability”. *Harvard Educational Review*, 87(1), 4-25.

Babino, A., & Stewart, M. A. (2018). Remodeling dual language programs: Teachers enact agency as critically conscious language policy makers. *Bilingual Research Journal*, 41(3), 272-297. <https://doi.org/10.1080/15235882.2018.1489313>

Beneke, M., & Cheatham, G. A. (2015). Speaking up for African American English: Equity and inclusion in early childhood settings. *Early Childhood Education Journal*, 43(2), 127-134. <https://doi.org/10.1007/s10643-014-0641-x>

Godley, A., & Escher, A. (2012). Bidialectal African American adolescents' beliefs about spoken language expectations in English classrooms. *Journal of Adolescent & Adult Literacy*, 55(8), 704-713. <https://www.doi.org/10.1002/JAAL.00085>

Molina, S. C. (2013). The value of meaning making and cultural knowledge for teachers working in culturally and linguistically diverse contexts. *Journal of Teaching and Teacher Education*, 1(1), 1-16.

Molina, S. C. (2015). The complexity of providing feedback when teachers and students speak different varieties of English in transnational language teaching contexts. *Journal of Teaching and Teacher Education*, 4(1), 61-69.

Morales, P. Z., & Hartman, P. W. (2019). Positioning Spanish-Language and African American

language (AAL) speakers as knowledgeable and valuable contributors in the language arts classroom. *Theory Into Practice*, 58(3), 236-245.

<https://doi.org/10.1080/00405841.2019.1607654>

Motha, S. (2014). *Race, empire, and English language teaching: Creating responsible and ethical anti-racist practice*. Teachers College Press.

Nicholas, S. E. (2009). "I live Hopi, I just don't speak it"—The critical intersection of language, culture, and identity in the lives of contemporary Hopi youth. *Journal of Language, Identity, and Education*, 8(5), 321-334. <http://www.doi.org/10.1080/15348450903305114>

Osler, A. (2016). *Human rights and schooling: An ethical framework for teaching for social justice*. Teachers College Press.

*Waitoller, F. R., & King Thorius, K. A. (2016). Cross-pollinating culturally sustaining pedagogy and universal design for learning: Toward an inclusive pedagogy that accounts for dis/ability. *Harvard Educational Review*, 86(3), 366-389.

MODULE 6: Language and Culture Endangerment, Extinction, and Revival

As we explore language and culture endangerment, extinction, and revival, we review the terms, theories, and frameworks within multicultural education using a social justice lens. We examine how to sustain language and culture through an assets-based framework. Furthermore, we assist you as you begin to think about how the results of your research project will further understanding of these topics. Activities within this module will help you build on previous information from your critical theory, educational research courses, and previous modules on language and culture in education to support your conceptual understanding of critical issues and action within education.

Module Learning Outcomes

By the end of this module, you will be able to:

Module Video and Discussion:

- Explore the politics of language and culture using existing theoretical and methodological perspectives to support one's professional practice
- Investigate language and cultural endangerment, extinction, and revival

Assignment Development:

- Present research at the SOLES Diversity, Inclusion, Social Justice Showcase
- Submit final research paper

MODULE 6	4/13	MODULE BEGINS	<u>MODULE VIDEO</u> 1) Module 6
	4/14	SOLES DIVERSITY, INCLUSION, AND SOCIAL JUSTICE SHOWCASE	<u>READ</u> 1) 50(0) Years Out and Counting (McCarty et al., 2015) 2) Finish book
	4/15	DISCUSSION INITIAL POST DUE	<u>ACTIVITIES</u> 1) Discussion -Definitions and Literature Review Response 2) <i>Research Notes</i> 3) <i>Reflection</i>
	4/19	RESPONSE TO PEERS AND ASSIGNMENTS DUE	

			<u>ASSIGNMENTS</u> 1) SOLES DISJ Showcase 2) Research Paper
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Balogun, T. A. (2013). An endangered Nigerian indigenous language: The case of Yorùbá language. *African Nebula*, 6, 79-82.

Carjuzaa, J. (2017). Revitalizing indigenous languages, cultures, and histories in Montana, across the United States and around the globe. *Cogent Education*, 4(1), 1-12.
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MODULE 7: Moving the Discussion of Language, Culture, and Race Forward

As you explore ways to advance the discussion of language, culture, and race, you will review the terms, theories, and frameworks within multicultural education using a social justice lens and the nine tenets that undergird these concepts. You will examine how to sustain language and culture through an assets-based framework, and you will reflect on how to apply concepts of language and culture to our profession and practice. Furthermore, you will give a presentation on how you developed as an academic in social justice within this course. Activities within this module will help you reflect on previous information from this course and your critical theory, educational research courses, and previous modules on language and culture in education to support your conceptual understanding of critical issues and action within education.

By the end of this module, you will be able to:

- Advance your understanding of how language, culture, and race intersect within the course topics and support the need for social justice in education.

- Demonstrate how you apply concepts of language and culture to your profession and practice through a formal presentation on your growth and development as an academic in education for social justice.

Assignment Development:

- Present growth as an academic in education for social justice
- Submit culminating research not

MODULE 7	4/20 5/5 or 5/6 5/10	MODULE BEGINS SYNCHRONOUS CLASS ZOOM MEETING ASSIGNMENTS DUE	<u>ASSIGNMENT</u> 1) Culminating Research Notes 2) Developing as an academic in social justice presentation
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