

TED 8130-861 Language, Culture, and Power

Class meets: June 4, 11, 18, and 25

Fridays 1:30 PM – 4:15 PM (302 Roskens Hall)

Instructor: Dr. Sandra Rodríguez-Arroyo

Tel: 402-554-3676

E-mail: srodriguezarroy@unomaha.edu

Office: 308N Roskens Hall

Office Hours: By appointment through Zoom

Catalog Description

This course will focus on the intersection of language, culture, and power in schools. This course addresses how each component impacts students and teachers in the classroom.

Overview of content and purpose of the course

This course will focus on the role of language as one of the most powerful transmitters of culture. Issues directly related to the cultural, historical, political, and economic aspects of language and questions of schooling will be addressed. Connections will be made between these issues and literacy, bilingual development, and other dimensions of linguistic development. As dedicated practitioners, graduate candidates in the language, culture, and power course will assume responsibility for their own learning and provide opportunities for others to do the same. As reflective scholars, the graduate candidates will make connections to other fields of study relevant to their own discipline; and, as responsible citizens, the graduate candidates will understand how language, culture, and power impact learning for English learners (ELs) in school settings.

★ IMPORTANT

- ❖ This is a service-learning course, and our partner is the [Boys and Girls Club of South Omaha](#).

Objectives

Graduate candidates enrolled in this course will have the opportunity through class discussions and service-learning interactions to:

- Develop comprehensive knowledge of the social context of language in its contextual environment.
- Develop an understanding of the sociopolitical dimensions of language and how they affect students and teachers in the classroom.
- Study the social constraints of language in its contextual environment.
- Discuss and reflect on how language, culture, and power impact the learning for English learners (ELs) in school and community settings.
- Describe and identify factors related to language and culture that show interrelationships between power and school success.
- Study, define, discuss, and apply sociolinguistic terms
- Describe and identify current developments and trends in language policy in the US and abroad.
- Explore, study, compare oral and written traditions as forms for communicating and maintaining group identity.
- Study and analyze the axiom, “language is culture” and what that implies for monolingual, bilingual, and multi-lingual speakers.
- Study, describe, and identify the interaction of culture and power in the development of voice in various settings such as home, community, school, government, and abroad.
- Study, analyze, and reflect on the following themes of classroom life and the question of voice – the silencing of students, politics of student’s voice, politics of Ebonics, voice, and resistance, voice, and empowerment.

Student role in course

Read assigned materials, active participation in-class activities and discussions, demonstrate knowledge of class materials through assessments. Demonstration of lack of respect for classmates and/or instructor, aggressive

behavior, ironic commentaries, and/or other unprofessional behavior is considered **negative** participation; as such it will result in the lowering of your grade and will not be tolerated. In addition, it could result in University disciplinary review and/or action (see the Student Code of Conduct —Sanctionable Misconduct by Individual Students of by Student Organizations— for further explanation).

***Note:** The instructor will take off participation points for each time your cell phones and/or other electronics are misused during class time. If you need to use your electronic device for a justified reason (ex. Family emergency), please communicate it to the instructor step out of the classroom to resolve the situation. Points will be deducted for disrespectful technology use during class.

Textbooks (*Note: All textbooks are required. Additional readings are available on Canvas)

Barbian, E., Cornell Gonzales, G., Mejía, P. (2017). *Rethinking bilingual education: Welcoming home languages in our classrooms*. Milwaukee, WI: A Rethinking Schools Publication.

Myrick, C. & Wolfram, W. (2019). *The five-minute linguist: Bite-sized essays on language and languages*. (3rd Ed). Sheffield, South Yorkshire: Equinox.

Nieto, S. (2018). *Language, culture, and teaching: Critical perspectives*. (3rd Ed). New York: Routledge.

Online Resources

[Pinterest LCP Resources](#)

[Pinterest Culturally Responsive Teaching Resources](#)

Evaluation Information

Requirements:	Grade %
1. Attendance and Participation	20%
2. Book Talks	20%
3. Reading Responses	20%
4. Ethnographic Moments	20%
5. Service Learning Experience	20%

Basis for determining final grade:

- The quality of work produced, in terms of quality, content, organization, critical thinking, voice, and technical aspects, is at the graduate level. All assignments must be typed using 12-point font, double-spaced, with 1” margins, and in APA format.
- During discussions (online and on-campus), there is a demonstration of knowledge, critical thinking, appropriate strategies for classroom use, and evidence of having completed the assigned reading.

Grading Scale (%)

98-100 = A+	94-97 = A	91-93 = A-	88-90 = B+	83-87 = B	80-82 = B-	77-79 = C+
73-76 = C	70-72 = C-	67-69 = D+	64-66 = D	60-63 = D-	below	

Notes:

- ❖ Rubrics will be applied for most course assignments. Written feedback will be provided. Course participants will have periodic opportunities for self-evaluation and course evaluation. Course participants should feel free to discuss their progress with the instructor at any time.
- ❖ Final grades are a weighted total of all available grades for the semester. Letter grades will be determined on a percentage basis.

Course Assignments include (More information on Canvas):

1. **Attendance and Participation-** This is a very important component of the class. We all learn in a social context and together we will create new knowledge and/or amplify current understandings. Students are expected to be present in class from beginning to end.

Participation will receive a weekly grade. Please consider your timeliness to this class as lateness or leaving early in the session will mean missing out on participation points. Please inform the instructor if you need to join late or leave the class sessions. Depending on the given reason and using her/his discretion the instructor will make the decision to deduct or not participation pts. In addition, other unprofessional behavior (ex. Being disrespectful towards the instructor and/or peers) will result in the lowering of your grade.

2. **Service Learning Experience-** Collaborate with the *Boys and Girls Club of South Omaha* club members. Complete pre-reflection and significant moment logs (template available on Canvas). The larger purpose of the service-learning project is to learn from each other through sharing experiences across age, gender, culture, language, socioeconomic status, education, etc. This service-learning experience takes into account the concept of [intersectionality](#) (Krenshaw, 1993). For this summer 2021, refer to [The Pandemic is Academic Guidelines](#). See more details on Canvas.

3. **Book Talks-** This is a small group presentation. Each week every graduate candidate will be assigned chapter essays from our textbook: *Rethinking Bilingual Education: Welcoming Home Languages in Our Classroom* (Barbian, Cornell Gonzales, & Mejía, 2017). The main goal of the activity is to facilitate substantive discussion about the content of the chapter and its relevance for theory, practice, and/or policy related to language, culture, and power and its implication for education. Small groups will have 20-30 mins to talk about the essays, ask questions, learn from each other, etc. See more details on Canvas.

4. **Reading Responses to Assigned Readings-** This is a very important component of the class. We all learn in a social context, and together we will create new knowledge and/or amplify current understandings. Please type all responses as outlined. See brief descriptions and due dates on the course schedule. See more details on Canvas.

5. **Final Paper- Ethnographic moments of language, culture, and power-** The Ethnographic Moments Final Paper will be completed through one of these two options:

- A. On a normal day, you observe many interactions of relationships between people in different settings using different registers of speech or language, having cultural exchanges, negotiating power relations, etc. Maintain a journal and capture at least 5 ethnographic moments that indicate the intersection of language, culture, and power. You can use our service-learning project with the *Boys & Girls Club* interactions at a gathering of family/friends, events from your classroom, or among co-workers as a source for the moments. Elements of social advocacy must be evident in the chosen interactions. Use clear descriptive language to support this qualitative data and answer these questions. What is it that you observe? Is someone demonstrating power in the relationship or interaction? What sociolinguistic and sociocultural factors are observed? Point out the main struggle/s of the moment and how it reflects language, culture, and/or power. What connections can you make to our class readings? (Include direct quotes)

*AND/OR (*Note: You could have a combination of both options)*

- B. Read *Rethinking Bilingual Education: Welcoming home languages in our classrooms* and select five different moments from the book that indicates the intersection of language, culture, and power. Analyze these moments from a sociolinguistic and/or sociocultural perspective and take notes using clear descriptive language for your qualitative data. What is it that you observe in these essays? Is someone demonstrating power in the relationship or interaction? What sociolinguistic factors are observed? Share at least five different interactions or events from this book. Elements of social advocacy must be evident in the chosen interactions. What connections can you make to our class readings? (Include direct quotes).

With either option the following items are required in your 3–5 double spaced final paper (reference page not included in this page count):

- Include a clear introduction.
- Take a qualitative research approach when looking at these ethnographic moments. Write a thorough description for each of the 5 events selected.
 - The description should include who was involved and how the three elements (language, culture, and power) manifested.
- Include a thorough and thoughtful reflection and literature connection as they connect to each of the five specific moments selected.
 - Reflect on why these moments triggered your desire to capture them.
 - Does this moment relate to events you may have witnessed in the classroom or your life?
 - Specific quotations from class readings are expected in this section – especially specific to theoretical perspectives as well as historical and institutional facets.
 - Make clear connections between an inequality to how it connects to policy and practice (such as a specific law when applicable).
- Include a strong conclusion summarizing and reflecting on the experiences.
 - Highlight how the ethnographic moments are similar or different
 - Include why you chose to describe these particular communicative events and whether they might interest you for further study.
 - Relate these moments to the importance of a professional disposition as it connects to education.

***Late Work and Make-Up Assignment Information-** Late work will not be accepted without prior approval from the instructor. Please plan ahead and notify your instructor as soon as you know that you will not be able to meet the deadline (contact instructor through email before the deadline). Due to the limited time available on this summer course, **no make-up homework or extra credit may be requested.**

UNIVERSITY AND TEACHER EDUCATION OFFICIAL POLICIES

Academic Integrity Policy

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity may be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating; dishonesty, fabrication and falsification; plagiarism; harmful academic action towards others; improperly helping others; failing to follow the rules; and other. For more information on the UNO Academic Integrity Policy see:

<https://www.unomaha.edu/campus-policies/academic-integrity.php>

LiveText: College of Education, Health, and Human Sciences

The College of Education, Health, and Human Sciences (CEHHS) uses LiveText, a secure online archive that allows candidates to store academic work and to create digital documents (i.e. electronic portfolios or reflective journals), which can be shared with prospective employers or other audiences. LiveText is used by CEHHS to demonstrate the quality of our academic programs, improve teaching and learning, manage various field experiences, and maintain our accreditation.

If you do not already have an account, you must **purchase** a subscription to LiveText for this course because at least one assignment will be submitted electronically into your program portfolio. Please go to www.livetext.com and click Buy and then Purchase Membership to purchase your subscription (7 years for \$139). **When you register, please use your UNO Student ID and email in the school information section.** If you need assistance during the registration process, please contact Dr. Kim Gangwish, CEHHS LiveText Coordinator at ksgangwish@unomaha.edu or (402) 554-3653.

UNO Accommodation Policy (with COVID-19 information)

<https://www.unomaha.edu/student-life/accessibility/faculty-and-staff-services.php>

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu). The ASC recognizes that amidst the rolling transition back to campus, some students may still need to exercise physical distancing. This is especially the case for students who have underlying health conditions or

who may be taking care of others who are at-risk for COVID-19. Please contact the ASC if there are concerns about on-campus courses and programming related to COVID-19.

TED Attendance Guidelines: (Adopted March 2020)

To be in compliance with state, federal, and professional regulations required by accrediting bodies for the College of Education, distance education programs must maintain rigorous attendance requirements for candidates in online and blended/hybrid courses.

Candidates are required to attend ALL sessions of a blended/hybrid course to meet program and degree requirements. Dates and times for all College of Education courses are posted online well in advance of registration periods to ensure candidates are able to plan ahead and have time to align personal and professional obligations/calendars with the posted class dates and times. Spring semester dates are posted in September, Summer semester dates are posted in February, and Fall semester dates are posted in March. If the dates and times of a particular course conflict with personal and professional calendars: 1) candidates should work with their instructor on a solution specific to the context surrounding the absence, or 2) work with their advisor to choose another class that better aligns with their needs.

If you have concerns or questions about this attendance policy or process, please contact Dr. Chris Wilcoxon, Teacher Education Graduate Program Chair at cwilcoxen@unomaha.edu or 402-554-2119.

Canvas

If you need assistance logging into Canvas, call UNO Information Technology Services at 402-554-4357 for assistance.

Program Continuation Statement

Students must earn a grade of C or better to continue in the educator preparation program.

Tentative Course Schedule- Summer 2021

Unless indicated, please post all assignments on Canvas (CANVAS) Assignment/Discussion Board or LiveText

All assignments and readings are subject to change at the instructor's discretion

Dates	Topic	Reading/Homework
Online Module (Friday, June 4 th)	<i>Overview of Course: Language, Culture, and Power Connections</i>	To Read: <ul style="list-style-type: none"> ▪ Myrick & Wolfram (2019)- <i>What is linguistics?</i> ▪ Barbian, Cornell Gonzales, & Mejía (2017)- Chapter 1 ▪ García (2016) Items due on Canvas: <ul style="list-style-type: none"> ❖ <i>Online Participation Activity #1- Introduction & Language Tree Flipgrid</i> (Friday, June 4th by 1:00pm) ❖ <i>Book Talk #1</i> (Friday, June 4th by 11:59pm)
Friday, June 4th (On campus)	<i>Introductions, Discussion of Language, Culture, and Power; Educators as Language Decision Makers and Negotiators</i> ❖ <i>Service-Learning Session #1</i>	To Read: <ul style="list-style-type: none"> ● Salazar (2013) ● Freire (1987) ● Colombo, Tigert, & Montecillo Leider (2018) ● Lindahl (2015) Items due on Canvas: <ul style="list-style-type: none"> ● <i>Book Talk #1</i> (Friday, June 4th by 11:59pm)
Online Module (Wednesday, June 9 th)	<i>Sociolinguistics and sociopolitical dimensions of language; Language education history and policies</i>	To Read: <ul style="list-style-type: none"> ● Myrick & Wolfram (2019)- Language and Communication (Chapters 13-17) ● Myrick & Wolfram (2019)- Language Variation and Change ● <i>Optional:</i> Christensen (2009); Flores & García (2017); Crawford materials on Canvas Items due on Canvas: <ul style="list-style-type: none"> ❖ <i>Reading Response #1</i> ❖ <i>Service-learning Pre-Reflection</i> (Wednesday, June 9th by 11:59pm)
Friday June 11th (On campus)	<i>Bringing your identity to the classroom; Incorporating students' native languages and cultural practices into the ESL classroom</i> ❖ <i>Service-Learning Session #2</i> (Note: Thursday, June 10th)	To Read: <ul style="list-style-type: none"> ● Barbian, Cornell Gonzales, & Mejía (2017)- Chap. 3 ● Nieto (2018)- Introduction ● Nieto (2018)- Chapter 9 ● <i>Optional:</i> Nieto (2018) Chapter 7 Items due on Canvas: <ul style="list-style-type: none"> ❖ <i>Online Participation Activity #2: Aha Moment Flipgrid</i> (Friday, June 11th by 1:00pm) ❖ <i>Book Talk #2</i> (Friday, June 11th by 11:59 pm)
Online Module (Wednesday, June 16 th)	<i>Language, colonization, and racial relations</i>	To Read: <ul style="list-style-type: none"> ❖ Myrick & Wolfram (2019)- <i>Language and Society</i> ❖ Myrick & Wolfram (2019)- <i>Language in the United States</i> ❖ Myrick & Wolfram (2019) #64 – <i>How are endangered and sleeping languages being revitalized?</i> (p. 321 – 326) Items due on Canvas: <ul style="list-style-type: none"> ❖ <i>Reading Response #2</i> ❖ <i>Significant Moment #1</i> (Wednesday, June 16th by 11:59 pm)

<p>Friday, June 18th (On campus)</p>	<p><i>Teaching culturally and linguistically diverse students; A call to action for those teaching English and/or in English</i></p> <p>❖ <i>Service-Learning Session #3</i></p>	<p>To Read:</p> <ul style="list-style-type: none"> ● Barbian, Cornell Gonzales, & Mejía (2017)- Chapter 6 ● Nieto (2018)- Chapter 4 <p>Items due on Canvas:</p> <ul style="list-style-type: none"> ● <i>Online Participation Activity #3: Where I am From Poem</i> (Friday, June 18th by 1:00pm) ● <i>Book Talk #3</i> (Friday, June 18th by 11:59 pm)
<p>Online Module (Wednesday, June 23rd)</p>	<p><i>Linguistic privilege; Raciolinguistics; Relationships of power in the classroom</i></p>	<p>To Read:</p> <ul style="list-style-type: none"> ● Flores & Rosa (2020) ● Baker-Bell (2020) ● Viesca & Gray (2021) ● <i>Optional: Light Shields (2014); Selvester & Summer (2011)</i> <p>To Watch (Select one documentary)</p> <ul style="list-style-type: none"> ● Precious Knowledge ● The First Rainbow Coalition <p>Items due on Canvas:</p> <p>❖ <i>Reading Response #3/Documentary Reflection</i></p>
<p>Friday June 25th (On campus)</p>	<p><i>Creating a Chance to Dream Families of ELs and funds of knowledge</i></p> <p>❖ <i>Service-Learning Session #4: Celebration and Reflections</i></p>	<p>To Read:</p> <ul style="list-style-type: none"> ● Barbian, Cornell Gonzales, & Mejía (2017) Chapter 5 ● Nieto (2018), Chapter 5 ● Moll (2019) ● <i>Optional: Amaro-Jiménez, C., & Semingson (2011); Moll et. al. (1992)</i> <p>Items due on Canvas:</p> <ul style="list-style-type: none"> ❖ <i>Online Participation Activity #4: My Household & Community Funds of Knowledge</i> (Friday, June 25th by 1:00pm) ❖ <i>Book Talk #4</i> (Friday, June 25th by 11:59 pm)
<p>Online Module/ Final assessments (Sunday, June 26th)</p>	<p><i>Significant Moment #2</i></p> <p><i>Ethnographic Moments</i></p>	<p>Final Items Due (Sunday, June 27th by 11:59pm)</p> <ul style="list-style-type: none"> ❖ <i>Significant Moment #2</i> ❖ <i>Ethnographic Moments Final Paper</i> (Key Assessment on LiveText & Canvas)

Enjoy the rest of your summer!

