

Cover Sheet: Request 14149

IDS2935: Hind & Valdes Kroff UFQ1 Justice & Power: Just English?

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at CLAS - College of Liberal Arts and Sciences
Submitter	Jorge Valdes Kroff jvaldeskroff@ufl.edu
Created	8/22/2019 10:49:15 AM
Updated	8/22/2019 1:13:11 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled "Just English?" as an offering that fills the Humanities Gen Ed requirements. This temporary approval will last for three semesters.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord-Ward		8/22/2019
Hind_ValdesKroff_UFQ1_JusticePower_JustEnglish_GenEdSyllabus.pdf					8/22/2019
College	Pending	CLAS - College of Liberal Arts and Sciences			8/22/2019
No document changes					
General Education Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 14149

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Submitter: Jorge Valdes Kroff jvaldeskroff@ufl.edu

Created: 8/19/2019 12:43:16 PM

Form version: 1

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
IDS2935 Hind and Valdes Kroff UFQ1 Justice and Power: Just English?

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Spring

Effective Year

Response:
2020

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
n/a

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H - Humanities

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
None

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see example GE syllabus). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:
This course is a humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within humanities disciplines. Throughout the semester, students will learn to identify and analyze the key elements that shape thought on language. Our course emphasizes clear and effective expression, logical thinking, and opportunities for original research. Best of all, we will model an interdisciplinary approach; that is, we will approach issues and problems from multiple perspectives.

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:
Identify, describe, and explain the history, underlying theory and methodologies used.

At the end of the course, students will be able to:

1. Identify key concepts in language, literacy, and multilingualism
2. Describe to a non-specialist key concepts in language, literacy, and multilingualism
3. Explain through historical and personal context the key concepts in language, literacy, and multilingualism

Content will be assessed through class discussion, homework, exams, and multi-step writing assignments

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:
Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

At the end of the course, students will be able to:

1. Evaluate language policies and practices in the state of Florida and beyond
2. Develop an academic argument regarding a topic that is of personal interest
3. Critically evaluate scholarly and popular literature relevant to these fields

Critical Thinking will be assessed through class discussion, homework, exams, and multi-step writing assignments

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

1. Respond politely and respectfully during discussion
2. Develop writing and presentation skills that allow effective communication and demonstrate the application of key concepts from the humanities to issues in multilingualism, literacy, and language policy
3. Connect your personal life experiences to the larger social forces that shape language choice, literacy, and language policies

Communication will be assessed through class discussion, homework, exams, and multi-step writing assignments

Just English?

Conveners: George Aaron Broadwell, Anthropology (co-convener); Emily Hind, Spanish; (co-convener); Maria Coady, Education; H el ene Huet, Smathers Libraries; Kenneth Kidd, English; Jorge Vald es Kroff, Spanish

Instructors for Spring 2020:

Dr. Emily Hind

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Dr. Jorge Vald es Kroff

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Office hours: TBA

Recommended purchase for class: *Tell Me How It Ends: An Essay in Forty Questions* by Valeria Luiselli.

Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House Press, 2017. While you can access the book through the Smathers Library, you may find it easier to own your own copy.

Remember: You don't need to own a Kindle gadget in order to read a digital Kindle copy on your laptop, provided you download the free software. The book is also available on Amazon as an audiobook. Paper copies are sometimes the most pleasurable to read.

Course Description:

Hello Gator! Welcome to our team-designed and co-taught class. Our interdisciplinary Quest 1 course examines the lively and often contentious intersections of literacy, multilingualism, and power. Some of you may have arrived on campus assuming that literacy in English is the natural order of the world. However, in this course we ask you to reconsider that assumption and think critically about the malleable and contingent nature of literacy. You will engage with questions such as the following:

- Is English our national language? What is the language policy of Florida? Should schools teach reading in English only?
- What is the role of English in other non-English-as-a-majority-language speaking countries?
- What kinds of social messages are carried by the use of English in text, broadly defined?
- What kinds of English are more valued and less valued in education? How does language technology reinforce the power of some kinds of English?
- How do multilingual people read in more than one language? What are the advantages and disadvantages of multilingualism?

- How do multilingual societies develop language policies? What is the relationship between language policy and social power?

Of course, we don't know what you'll think about "Just English?" by the end of the semester (We're excited to find out!), and we hope that you will reflect on our use of the term *just* throughout the semester. (It's intentional!) No matter how you evolve as an intellectual over the following months, we promise that by the end of the course, you will understand new ways to come at research problems, including a working knowledge of the UF library system and a successful academic writing style. We want your written expression to be concise, precise, well-organized, well-researched, and original. Never fear these lofty goals! We'll help you create your arguments in stages.

General Education Objectives and Learning Outcomes

This course is a humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within humanities disciplines. Throughout the semester, students will learn to identify and analyze the key elements that shape thought on language. Our course emphasizes clear and effective expression, logical thinking, and opportunities for original research. Best of all, we will model an interdisciplinary approach; that is, we will approach issues and problems from multiple perspectives.

FYI: Dr. Jorge Valdés Kroff is a linguist. Dr. Emily Hind is a literary critic. Our approaches diverge to the degree that we can't begin to mimic each other's research. (Maybe that's why we get along so well?) Remember this idea if you ever feel lost in class: you're in good company, because either the linguist or the literary critic will be in the discomfort zone right along with you. *This course is a **discussion class**, with brief interventions so that professors can introduce new ideas. Students learn best when they talk and actively manipulate the material. See participation rubric for more details regarding professors' expectations.*

Student Learning Objectives:

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

1. Identify, describe, and explain key concepts in language, literacy, and multilingualism (**Content SLO for Gen Ed H and Quest 1**)
2. Evaluate language policies and practices in the state of Florida and beyond (**Critical Thinking SLO for Gen Ed H and Quest 1**)
3. Critically evaluate scholarly and popular literature relevant to these fields (**Critical Thinking SLO for Gen Ed H and Quest 1**)
4. Develop writing and presentation skills that allow effective communication and demonstrate the application of key concepts from the humanities to issues in

multilingualism, literacy, and language policy (**Communication SLO for Gen Ed H and Quest 1**)

5. Connect your personal life experiences to the larger social forces that shape language choice, literacy, and language policies (**Connection SLO for Gen Ed H and Quest 1**)

Course requirements

Grades for this course are determined as follows:

- Midterm exam 15%
- Final exam 20%
- 2 multi-step writing assignments (35%), note: there must be significant improvement from first to final draft
 - Abstract (one, 250 words 3%), **due March 16**
 - Annotated Bibliographies (two, four sources and then two sources, 6%), **first due Jan 31, second due March 23**
 - First drafts (two, each 750-1,000 words) 10%, **first due Feb 7, second due Apr 3**
 - Final drafts (two, each 1,000-1,500 words) 16%, **first due Feb 21, second due Apr 17**
- 10 homework/in-class activities (20%)
 - These include a small-group presentation, a class debate, and multiple short writing assignments.
- Attendance and participation 10%

Quest 1 Description:

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

Quest 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).

- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Note to our students: Thank you, dear student, oh brave undergrad, for reading the syllabus. As you can tell from the wordiness regarding the multiple levels of Student Learning Objectives, many chefs in the test kitchens at UF worked on perfecting the recipe for this class. They all had something to add, and our word count soared. The flavor only improved with all this intervention, so please continue reading. The information below really is for **you**, so please read carefully.

BEFORE WE BEGIN, TWO RULES FOR WRITING:

1. You may **NOT** write about something that bores you. **If you realize you don't like your topic, you MUST change it.**
 - a. If *you* are bored by your topic, imagine what you are doing to your *reader!* NO DEADLY BORING ESSAYS ALLOWED. If you are interested, we will be too.
2. You **can change your writing topic at any time.**
 - a. The early bird gets the worm because s/he can change hunting grounds.
 - b. Good writing is actually a process of rewriting. Start on time and you'll have the necessary runway to change topics.

Assignments (NO CRAMMING!)

Writing Assignment 1 (Expanded Personal Language History/Narrative or Coral Way Archival Research or Florida Maps Project)

The first part of this writing assignment is two-part:

- (a) a 500-word essay on your personal language history. (Think of it as a “language selfie.”)
DUE in WEEK 2.
- (b) a 500-word essay on your engagement with the Coral Way digital archive.
DUE in WEEK 3.

Yes, you must write both.

No, you won't suffer unduly in the process. You'll grow! In fact, in the calendar below for class, you'll see SLOs (student learning outcomes) that mark which skills you'll sharpen for each assignment.

Here's a tip from the pros: get a **calendar** and write the **due dates** in it. You might also include reading assignments. Your calendar could be digital (Google calendars, for example) or paper. We find that students who **use a calendar outside the Canvas course shell** organize themselves better. We're concerned about your awareness of the due dates, because if you fall behind in class, the interdependent nature of the assignments means that you may not catch up. Please, *please*, figure out **now** when you owe us work for the rest of the semester—and you might as

well plan already a few visits to **office hours** as well. Remember, most of these assignments are too onerous to complete in the hour before class. Ideally, you should start reading and writing *at least* the day before assignments are due.

The second part of this writing assignment, called **Writing Assignment 1**, requires a choice among three options.

3. OR Personal Language History/Narrative

Write a Personal Language History paper (1000 words) in which you trace your own family's path between multilingualism and monolingualism (if applicable). For the library research component, make sure you tie the social/political/economic context of your family members' decisions to your paper using citations.

- a. See sample papers by Professors Emily Hind and Jorge Valdés Kroff and description

Here are some questions to get you started:

- *What languages did you use and hear growing up?*
- *When did the language(s) spoken within your family change?*
- *What possible external factors may have motivated these changes?*

4. OR Coral Way Digital Archive research

Write a research paper (1000 words) in which you identify two events mentioned by interviewees in the Coral Way digital collections archive and use peer-reviewed/library sources to investigate the social/political/historical/economic context of the mentioned events.

5. OR Florida Maps Project

Write a research paper (1000 words) in which you identify two maps from the Florida Maps collection in the library and use peer-reviewed/library sources to investigate the social/political/historical/economic context of these maps. This assignment can be comparative either in time or space or a combination of both (e.g., place names [toponymy], demographic neighborhood changes, city/region expansion, etc.).

NOTE: The 1000-1500-word limit does NOT include a bibliography or Works Cited list.

Before you turn in your first draft, you owe an annotated bibliography.

The annotated bibliography is a list of four peer-reviewed, library held, or otherwise academically acceptable sources, properly formatted according to MLA or APA, which for each source includes two brief explanations in your words: 1. What is the source? 2. Is the source useful for your project? (Why or why not?)

The annotated bibliography is DUE in WEEK 4.

In WEEK 5, you owe the first draft of **Writing Assignment 1 (1,000 words)**. (See above for the three possible topics.)

In WEEK 6, We will hold a classroom discussion on the film *Roma*. If the professors are dissatisfied with the research grounding students' discussion, all students will write a 500-word reflection on the film and opinions about it.

In WEEK 7, you owe revisions of the first draft of **Writing Assignment 1 (1,000 words)**.

Now, in WEEK 8, we ask you to take the first EXAM. Your goal in the first 7 weeks is to attend all classes, punctually, and do all the assignments before class, including (1) note-taking for the readings, (2) reviewing class notes between in-class meetings and contributing to class discussion, and (3) fulfilling the outside-class writing tasks. If you complete these assignments with a conscientious attitude, you should only need to **review** the materials before the exam. Enjoy that full night of sleep before the test! It will work wonders for you.

If you have not been keeping up, you will be in trouble. Cramming is NOT a pathway to success. Short-term memory doesn't reflect *any* of our Student Learning Objectives. We are teaching skills for life, not for zombies. (Sheesh! Why else would they pay us the big bucks?) If you didn't organize your time already, we hope it works out better for you during the second 7 weeks of class. Study as you go. The goal for the second exam is *not* to cram. If you have studied properly, you will only need to review and get a good night's sleep before the test.

WEEK 10: you owe us 1,000 words on the topic of LANGUAGE BROKER. Language and power go hand in hand. Are we asking too much of young multilingual children who often serve as interpreters for their (adult) family members?

WEEK 11: you will present a researched personal opinion orally to your team. AND **Writing Assignment 2** starts. You must choose a text and complete a 250-word abstract. (An abstract proposes an idea for study in a paragraph and always includes an information-heavy title. You must explain in the title and in the paragraph (1) what text you plan to study and (2) the angle from which you will conduct your analysis: What will you show about the text?)

More information on Writing Assignment 2: pick a text that exemplifies, to your way of thinking, the subject of this class, namely multilingualism. We define *text* broadly, and nearly any genre will do. You could use a circus act, a song, a hairstyle, a cereal box, an art installation, a slogan, a tee-shirt, graffiti, a painting, a video, a videogame, an essay, a film, a television series, a podcast, an advertisement, a YouTube channel, an Instagram feed, a Peloton playlist, a novel, a play, a poem, a chapbook, a children's book, a cartoon, a graphic novel, an instruction manual, a legal ruling, a work contract, a map, a musical, names for lipstick or fingernail polish, the headlines on a website, gossip told round the campfire—is the point clear? Pick a text that interests you and analyze it. NOTE: the analysis requires library research and keep in mind that you must document your source in such a way that the reader of your piece can access the original text.

WEEK 12: you will participate in a classroom oral debate. AND **Writing Assignment 2** continues. Turn in another **Annotated bibliography (same rules as before, minimum two sources)**.

WEEK 13: **Writing Assignment 2 750-1000 word draft. Analyze your chosen text. What can you show about it, using the research that you conducted? Remember to express your well-organized and well-researched ideas in concise and precise language.**

WEEK 14: Use library and research skills to identify language policies of various countries in more detail (e.g. US, Canada, India, South Africa, Mexico).

WEEK 15: **Writing Assignment 2** concludes. 1000-1500-word draft due. Expand the analysis of the text you chose. Ground your argument in others' research as well as your own thought.

WEEK 16: Hmmm. What would be a good assignment for this week? Let us think... Perhaps... Would it be a good idea to study for the second exam?

Experiential Learning Component:

We salute thee, Oh mighty *experiential learning component*! In recognition that nothing we can teach is more important than encouraging students to **show up and speak up**, we have a slew of visitors planned.

We cannot always arrange for our guest lecturers to visit class. We ask that students attend as many of the guest lectures as possible. If you can't come, you'll have to watch the video. That's right: the unedited video shot with a single, stationary camera using overhead lighting and *maybe* two mics. In short, the live experience is going to be more aesthetically pleasing.

Don't think that you'll successfully game the system by claiming chronic scheduling conflicts.

We'll test for this material on the exams and discuss it in class.

UF-based guests likely include: María Coady, Hélène Huet, Bess de Farber, Anna G. Rodell...

And from other universities we are scheduling: Cristina Rivera Garza, Kathy Escamilla, Gigi Luk, Belem López...

Absence policy:

ALL excused absences are, by definition, excused.

Excused absences usually come with a note. Sometimes they don't. Let us know.

The other type of absence is an *unexcused absence*.

We permit 4 absences without penalty. That's more than a week off from class! Use those absences wisely. Starting with the 5th unexcused absence, each absence will

subtract 2% from the final grade. You will also receive a zero in participation for unexcused absence days.

How will we know if you came to class?

Once we learn your names, we may not take roll orally every day. If we skip the roll-call, we still take attendance and assign daily participation grades. Look for them on Canvas after class. If neither of the two professors remembers that you came to class, you should take that amnesia as an indication of a participation problem. If you find an error with your attendance record or your participation grade, please notify a professor promptly.

Rubric for Participation

Please note that *not* all contributions to class participation are inherently equal.

For example, raising your hand and asking to use the facilities is not active participation.

Please find below the rubric that we will use to evaluate your participation. If you do not understand this rubric or feel that it is unfairly applied to you, please seek clarification during office hours. To find your daily participation grade: check CANVAS.

5 points: Student arrives prepared for class. Stays on topic when speaking in groups and to the entire class. Listens attentively when others speak. Offers comments that engage with other students' remarks. Maintains civility and basic decorum. (NOTE: Listening is as important as speaking when it comes to excellent participation. Please listen more than you speak.)

4 points: Student appears to have prepared for class and listens attentively. Sadly, one or more of the following apply: the student shows significant reluctance to speak; rarely or never raises a hand; requires professor to call directly on the student before showing willingness to participate; drags feet when asked to work in groups. This category also applies to the student who dominates class discussion. This category also applies to the student who is politely tardy (enters quietly). We understand that lateness happens. It's better to catch what you can of class than sit in the hallway planning your explanation of why you didn't want to enter late. If you enter quietly and don't make it a habit, we will only subtract one point.

2 points: Habitually late. Or unprepared for class. Or categorially refuses to speak or work in groups for reasons unrelated to ill health. The student *does* seem cooperative in other respects, e.g. verbal civility and nonverbal decorum.

1 point: This category is known as the "little shit" grouping. If you babysit, you already know what we mean. Here are some examples:

Late arrival causes excessive disturbances, such as talking to others or self while making way to a seat.

Scrolls on phone or texts during class; or checks social media during class; or looks at coursework for a different class (not ours) on Canvas; or similar distracting activity involving screens. (We reserve the right to ask you to leave if you screen out.)

If you are wrestling with compulsive behavior related to social media, we recommend that you leave all your devices in storage during class and sit near others who are similarly abstinent.

Otherwise disrespects classmates and fosters incivility.

A distraction-free atmosphere serves one and all.

A word on knitting and the like: this sort of constant movement can be distracting for your neighbors, some of whom may manage attention challenges or vision issues that they would rather *not* discuss with you. If you can avoid introducing distractions into the classroom, please do so. If you *need* to exercise your hands in repetitive motions, please search for ways to minimize the visibility of this movement to others. As always, if you need accommodation, just ask. (Please find more on accommodation in the last pages of the present syllabus.)

The expectations for this course are Gen Ed H:

Program Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
Content	Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
Critical Thinking	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.

Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.
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Subject Area Student Learning Outcomes*

Subject Area	Content	Critical Thinking	Communication
Humanities	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively.

Weekly Course Schedule. *This calendar is subject to change.*

Week1:	My Language History (Jan 6, Jan 8, Jan 10)
Summary:	<i>Multilingualism</i> is the use of more than one language for communication. In contrast, <i>monolingualism</i> is the use of one language for communication. Our family trees probably include at both different time points and locations. This week will be dedicated to (re)discovering our linguistic heritage.
Guiding Questions:	<ol style="list-style-type: none"> 1. How do multilinguals and monolinguals experience and use language? In what ways do we describe our experiences with language? 2. How do you personally experience language and language use?
Readings:	Quan in <i>Tongue Tied</i> Hong Kingston Excerpt from <i>Warrior Woman</i> (~8 pages) The reading assignments in this class become more onerous as the weeks progress. Use your study time at the beginning of the semester to get ahead in your reading. Take notes! Remember: these readings are interesting. Furthermore, UF Gators are privileged to know to find readings and to have access to the full texts. Some people can only dream of laying eyes on the words that we have selected for you to study.
Assignment:	Time Management Skills (Quest SLO 3) Work on selecting multilingual text for next week (Quest SLO 1)
Week2:	My Education History (Guest lecture by Dr. Coady) (Jan 13, Jan 15, Jan 17)
Summary:	<i>Language policy and planning</i> is a process of determining what language(s) are used in society and for what purpose(s).
Guiding Questions:	<ol style="list-style-type: none"> 1. How is language use (in)just?
Readings:	Espillat in <i>Tongue Tied</i> <i>Choose your own reading</i>
Research Paper 1:	Short self-reflection about “Where I’m from” with a “language” focus (500 words) (Quest SLOs 2-4): <ol style="list-style-type: none"> a. Use graphic organizer in class b. Use one or more languages to begin c. Write at least 2 paragraphs of your “Where I’m From” reflection at home, then bring into class. d. Guiding questions will be covered in class e. You will share your paragraphs in class in triads What themes emerge from your group readings?
Week3:	The Florida Scene: Linguistic Landscape (Jan 22, Jan 24)
Summary:	<i>Bilingual education</i> consists of programs in which two (or more) languages are used to learn academic content such as science, mathematics, and social studies.

	<i>Discourses</i> are written or spoken communication. Discourse can refer to broad, social messages (or ‘motifs’) that convey social attitudes, beliefs, and perceptions.
Guiding Questions:	1. What is the relationship between language policies and language practices? 2. What happens when policies and practices are in opposition? 3. How do people interrogate and resist language policies and/or practices? Why?
Readings:	State Constitution (see Amendment 11 to the Florida Constitution) and the following websites: a. See the website https://bilingualeducationfl.org b. See the website: https://fabefl.org
Research Paper 1:	Search the Coral Way digital collection archives at UF (Quest 1 SLO 1): http://ufdc.ufl.edu/coralway <ul style="list-style-type: none"> Choose 2 oral histories from the digital collection, listen to them, and take notes. What do they say about their experiences in the first dual language (two way immersion) bilingual education program in the US? What can you infer about the linguistic landscape of Florida before, during, and after 1963? <p>Write 500 words: Identify and describe three ways that these “competing discourses” between Florida’s multilingual people and resources and Florida’s official policies and decisions affect education. Cite or reference the sources you used in your paper. You can and should refer to the websites and archives above (Quest 1 SLO 2). (Complete/Incomplete grade) Learning about Citation formatting (Quest 1 SLO 3)</p>
Week 4:	Introduction to UF Libraries (Jan 27, Jan 29, Jan 31) Guest lectures by H��l��ne Huet and Jim Cusick
Summary:	The libraries are a fundamental aspect of research and they are a free resource on campus. This week we will dedicate to become familiar the resources available to help ground your research and our understanding of the multilingual roots of Florida.
Guiding Questions:	How to create a research question? How do we refine our research searches? What is a peer-reviewed source? How do we access materials behind the firewall and that are not on campus?
Readings:	Results of your library research
Research Paper 1 (cont.):	Annotated bibliography of 4 peer-reviewed sources (see Rubric). For the annotation, in as few words as possible, explain what the source is and whether it is useful to your project (expanding personal narrative, Coral Way digital archive, or Florida Maps Project). Quest 1 SLO 1-4

Week 5:	Defining multilingual childhood through Mexican text and film (Feb 3, 5, 7)
Summary:	We will read the book by Valeria Luiselli, a Mexican writer who lives in New York. <i>Tell Me How It Ends</i> narrates her experience as a translator for non-English-speaking Mexican and Central American children who sought asylum through the NY court system.
Guiding Questions:	<ol style="list-style-type: none"> 1. What is a child? 2. Were you a child? (Were your parents children? What about your grandparents? Great-grandparents? If you don't have relatives or prefer not to conjure them, you may choose historical figures as your case studies.) 3. How is that definition of the "child" affected by economic considerations? What other categories change the treatment of someone as a "child"? How has this definition changed over the last two centuries? 4. How might the treatment of Mexican and Central American children compare to the treatment of other minority groups in the United States?
Readings: THIS ASSIGNMENT INCLUDES A BOOK. GET STARTED EARLY WITH THE READING.	<p><i>Tell Me How It Ends: An Essay in Forty Questions</i> by Valeria Luiselli</p> <p>THIS ASSIGNMENT IS A BOOK. GET STARTED EARLY WITH THE READING.</p> <p>Supplementary readings [you can use these for research in case you end up writing about Luiselli's book for your research essay]</p> <p>Zelizer, Viviana A. <i>Pricing the Priceless Child: The Changing Social Value of Children</i>. New York: Basic Books, 1981. [excerpts]</p> <p>Postman, Neil. <i>The Disappearance of Childhood</i>. Delacorte P, 1982. [excerpts] "[...] without a well-developed idea of shame, childhood cannot exist" (p. 9).</p> <p>Williams, Vanessa. "Innocence Erased: How Society Keeps Black Boys from Being Boys." <i>Washington Post</i>. 21 Sept. 2018. https://www.washingtonpost.com/nation/2018/09/21/innocence-denied-black-boys-who-face-harsher-scrutiny-consequences-than-their-white-peers/?noredirect=on&utm_term=.020d37553cd7</p> <p>(Page count: ~300.) THIS ASSIGNMENT INCLUDES A BOOK. GET STARTED EARLY WITH THE READING. Please keep in mind that in the so-called "real world," people read Luiselli's book as a leisure activity. The context of the classroom manages to turn a leisure reading into homework. We apologize for the confusion.</p>
Assignment:	Draft of 1000 word Writing Assignment 1. Expand your 500-word essay, keeping in mind that all points must be grounded in research and argued in well-organized, concise, and precise language. To that end, pick your verbs wisely. Quest 1 SLO 1-4

Week 6:	Defining multilingual childhood through Mexican text and film (Feb 10, 12, 14)
Summary:	MOVIE NIGHT! We'll trade you the Friday before Spring break for a movie night. Watch the Mexican Netflix film <i>Roma</i> with us. Discussion in class depends on it!
Guiding Questions:	<ol style="list-style-type: none"> 1. What languages appear in the film? 2. What symbols in the film do you appreciate? 3. How does the technique of the film help to express its themes? 4. Why might this film have caused controversy?
Readings:	Look up one and read at least one review of <i>Roma</i> OR an interview with the director Alfonso Cuarón OR an interview with indigenous Mexican star Yalitza Aparicio. (Remember: sources behind the Smathers library firewall save time in the long run because they often prove much easier to cite and likely contain accurate information)
Assignment:	We will hold a classroom discussion of the merits of the film. If the professors are dissatisfied with the research grounding students' discussion, all students will write a 500-word reflection on the film and opinions about it. Quest 1 SLO 2-4
Week 7:	Defining multilingual childhood through Mexican text and film (Feb 17, 19, 21)
Summary:	<p>This week we contemplate the ways language intertwines with race, class, and ethnicity, in order to continue thought on <i>Roma</i>.</p> <p>We will also contemplate Alberto Chimal's <i>La partida</i> (available through Smathers in digital and paper formats) (published with Alberto Laiseca's <i>La madre y la muerta</i> and illustrated by Nicolás Arispe. While there is no English translation of this text, the short sentences total a paragraph. We can talk about the plot in class. Remember that reading this text the usual way might not be the best approach for our course. What's it like to stare at a children's book you can't read? Do the illustrations seem culturally strange? How do you feel? Why?)</p>
Guiding Questions:	<p>Language is always variable in ways that reflect race, class, and ethnicity. Guiding questions for this week are</p> <ul style="list-style-type: none"> ● How do linguistic differences mark differences in social space? ● How does language reflect dominance and subordination? ● How does society work to construct linguistic and social difference?
Readings:	Fishman, J. A. (2017). Language and ethnicity: The view from within. <i>The handbook of sociolinguistics</i> , 327-343.

	<p>Alberto Chimal's <i>La partida</i> (available through Smathers in digital and paper formats) (published with Alberto Laiseca's <i>La madre y la muerta</i> and illustrated by Nicolás Arispe).</p> <p>(Page count: ~35.)</p>
Assignment:	Revised Draft of Writing Assignment 1 (1,000 words). Quest 1 SLO 1-4
Week 8:	(Mid-term Exam) (Feb 24, 26, 28)
Summary:	Review for the mid-term.
Guiding Questions:	Review all of the above.
Readings:	Review all concepts covered so far in class.
Assignment:	Exam 1: A festive occasion on which hard-working students who kept up with the calendar will celebrate life in general and this course in particular. (BYOB: we suggest water. You may not leave the classroom once the exam starts.)
Week 9:	Spring Break
Week 10:	Language brokering (Mar 9, 11, 13) Guest lecture by Dr. Gigi Luk (McGill University)
Summary:	<i>Language brokering</i> is the concept that immigrant or second generation children often serve as interpreters for their families, engaging in complex, target-adult situations such as legal or health issues.
Guiding Questions:	<ol style="list-style-type: none"> 1. What pressures or burdens does interpreting for one's family place on the individual? 2. Are these children "skilled" even if their grades don't reflect this aptitude? 3. Does the burden cause harm to the parent-child relationship? 4. Is it ethical to ask children to interpret complex "adult" issues (e.g., serious medical or legal situation)?
Readings:	<p>Morales, A., & Hanson, W. E. (2005). Language brokering: An integrative review of the literature. <i>Hispanic journal of behavioral sciences</i>, 27, 471-503.</p> <p>Traux, Eileen. "Oaxacalifornia: Odilia Romero." <i>How Does It Feel to Be Unwanted? Stories of Resistance and Resilience from Mexicans Living in the United States</i>. Translated by Diane Stockwell. Boston: Beacon Press, 2018. pp. 39-51.</p> <p>(Page count: ~44, but feels like 3!)</p>
Assignment:	Language Broker. At least some number of students will fit the bill of being language brokers for your families or potentially you will be related to or know someone who has been a language broker. Conduct a targeted interview on a language broker's experiences growing up. The turned-in assignment should include transcriptions of portions of the conversation as well as a critical

	assessment of the language broker's experiences (1000 words). Quest 1 SLO 1-4
Week 11:	Bilingual language development (Mar 16, 18, 20)
Summary:	<i>Bilingual language acquisition</i> studies the cognitive and linguistic processes involved in simultaneously acquiring two languages. This week we will learn about the cognitive and developmental processes that help children organize and navigate between multiple languages during acquisition.
Guiding Questions:	<ol style="list-style-type: none"> 1. Does learning more than one language present unique challenges to a child during acquisition? 2. What does bilingual language acquisition look like cognitively? <ol style="list-style-type: none"> a. Are there any advantages/disadvantages? 3. What are the cognitive challenges in organizing and navigating between two languages with only one brain?
Readings:	<p>Grosjean, F. (2013). Bilingualism: A short introduction. In F. Grosjean & P. Li (Eds.), <i>The psycholinguistics of bilingualism</i> (pp. 5-25). West Sussex, UK: Wiley-Blackwell.</p> <p>Grosjean, F. (2012). <i>Bilingualism: Life and reality</i>. Cambridge, MA: Harvard University Press. [select passages]</p> <p>Werker, J. F., & Byers-Heinlein, K. (2008). Bilingualism in infancy: First steps in perception and comprehension. <i>Trends in Cognitive Sciences, 12</i>, 144-151.</p> <p>(Page count: ~50.)</p>
Assignment:	<p>The methods used to study bilingual language acquisition in infants are quite complex. YouTube videos discussing different methods such as High Amplitude Sucking (HAS) procedure, Condition Head-turning procedure, Preferential looking procedure are available. Working in teams, students will select a method to discuss and present to their peers. Quest 1 SLO 1, 4</p> <p>Writing Assignment 2 begins. Select media or text that represents multilingualism to you. You will carry out a multi-step critical analysis of the selected media or text. For the first step, you will write an Abstract (250 words). (In a paragraph explain: What is the text you will study? Title? Author? Other relevant identifying markers? How will you study this text? What do you aim to show about it?) Quest 1 SLO 1, 2, 4</p>
Week 12:	The bilingual advantage (Mar 23, 25, 27)
Summary:	The <i>bilingual advantage</i> is a controversial topic that suggests that the simple act of juggling multiple languages confers mental benefits beyond languages. For example, in the most tantalizing finding, researchers claim that a lifetime of bilingual language use delays the onset of dementia and aids in the fight against Alzheimer's. However, the findings are controversial.

Guiding Questions:	<ol style="list-style-type: none"> 1. What is the source of the underlying theory/interpretation about the bilingual advantage? 2. How do researchers determine experimentally the presence or absence of bilingual advantages? 3. How is the bilingual advantage represented in popular press?
Readings:	<p>Primary reading: Bialystok, E., Craik, F., Green, D., & Gollan, T. (2009). Bilingual minds. <i>Psychological Science, 10</i>, 89-129. [select passages]</p> <p><u>Popular press debates on bilingual advantage:</u> Bhattacharjee, Y. (2012, March 18). Why bilinguals are smarter. <i>The New York Times</i>, p. SR12. https://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html</p> <p>Yong, E. (2016, February 10). The bitter fight over the benefits of bilingualism. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/science/archive/2016/02/the-battle-over-bilingualism/462114/ (Page count: ~50.)</p>
Assignment:	<p>We will hold a classroom debate on the bilingual advantage. The class will divide into teams that will argue in favor of the existence of the bilingual advantage and those opposed. Students will then write a 1 pg reflection on the classroom debate. Quest 1 SLO 2-4</p> <p>Writing Assignment 2 Annotated bibliography (same rules as before, using MLA or APA and a minimum two sources, explain what the source is and whether it is useful to your project). Quest 1 SLO 1-4</p>
Week 13:	Bimodal bilingualism and code-switching (Mar 30, Apr 1, Apr 3)
Summary:	<p>When society thinks of bilingualism, the general public lands on an idealized concept of <i>balanced bilingualism</i> where in order to be bilingual, individuals should either a) be <i>equally</i> fluent in each language or b) are born with access to both languages. The purpose of this week is to highlight minority forms of bilingualism that counter these idealizations. We will pay special attention to <i>bimodal bilingualism</i> (individuals who use a sign language as well as an oral language) and <i>code-switching</i> (the intentional switching between languages that occurs in bilingual conversation).</p>
Guiding Questions:	<ol style="list-style-type: none"> 1. How does examining these understudied forms of bilingualism change our preconceptions of who is a bi/multilingual speaker?
Readings:	<p>Müller de Quadros, R., Lillo-Martin, D., & Chen Pichler, D. (2015). Bimodal bilingualism: sign language and spoken language. In M. Marschark & P. E.</p>

	<p>Spencer (Eds.), <i>The Oxford handbook of deaf studies in language</i>. Oxford, UK: Oxford University Press. doi: 10.1093/oxfordhb/9780190241414.013.12</p> <p>Emmorey, K., Borinstein, H. B., Thompson, R., & Gollan, T. H. (2008). Bimodal bilingualism. <i>Bilingualism: Language and Cognition</i>, 11, 43-61.</p> <p>Poplack, S. (2000). Sometimes I'll start a sentence in Spanish <i>y termino en español: Toward a typology of code-switching</i>. In L. Wei (Ed.) <i>The Bilingualism Reader</i> (pp. 221-256). London, UK: Routledge.</p> <p>Example of literary text, TBD</p> <p>(Page count: ~50.)</p>
Assignment:	<p><i>Coda voice</i>. Link: https://www.youtube.com/watch?v=puQ-D89Nc7g Coda brothers vlog--a quite striking video that shows an illustration of coda talk (high mixture of code-blending, code-switching, and transfer from ASL onto English).</p> <p><i>Las gemelas</i>. Link: https://youtu.be/tPZfTBYrzAc?t=87 Twins fluidly code-switching between Spanish and English. Good opportunity to highlight discourse functions of code-switching as well as grammatical properties of code-switching.</p> <p>The class will use the above videos to reflect on understudied forms of bilingualism. How might these forms of bilingualism be perceived by people who do not share the same identities? Quest 1 SLO 1, 4</p>
Research Paper 2:	<p>Select media or text that represents multilingualism to you. You will carry out a critical analysis of the selected media or text. Writing Assignment 2 Abstract (250 words) due (What is the text you will study? Title? Author? Other relevant identifying markers? How will you study this text? What do you aim to show about it?) Quest 1 SLO 1, 2, 4</p> <p>Writing Assignment 2 500-word draft. Analyze your chosen text. What can you show about it, using the research that you conducted? Remember to express your well-organized and well-researched ideas in concise and precise language.</p>
Week 14:	Language, language policies, and nations (Apr 6, 8, 10)
Summary:	Language policy is a set of legal or community-based guidelines on what language or languages must be used in various concepts.
Guiding Questions:	<ol style="list-style-type: none"> 1. How do different states and nations vary in their language policies? 2. How do 'standard languages' reflect the political power of certain groups in society? 3. What nations and regions are bilingual?

	<ol style="list-style-type: none"> 4. How does a history of colonialism continue to influence modern language policy? 5. How do language rights fit into the larger question of human rights?
Readings:	Schiffman, H. (2012). Linguistic culture and language policy. Routledge ch. 1
Assignment:	Use library and research skills to identify language policies of various countries in more detail (e.g. US, Canada, India, South Africa, Mexico). Quest 1 SLO 2, 4
Week 15:	Language, Power, and Literacy (Apr 13, 15, 17)
Summary:	Not all languages or speakers have equal access to literacy, and not all cultures place equal importance on literacy.
Guiding Questions:	<ol style="list-style-type: none"> 1. What are different reading and writing practices and cultures around the world? 2. How do members of a society have variable access to literacy? 3. How is literacy and lack of written materials linked to language endangerment?
Readings:	<p>Hinton, L. (2011). Language revitalization and language pedagogy: New teaching and learning strategies. <i>Language and Education</i>, 25(4), 307-318. (Page count: ~11, but if you have to count, you're missing the point.)</p> <p>Watch Hilaria Cruz lecture on Chatino.</p>
Assignment:	<p>Pick one:</p> <ol style="list-style-type: none"> 1. List three topics that should be available in Chatino-language books for children. 2. List three Wikipedia subjects that should be made available immediately in Chatino. 3. List the top three alternative mediums, aside from a print children's book, that should be issued/created in Chatino.
Research Paper 2 (cont.):	Writing Assignment 2 Expanded Writing Assignment: 1,000 word draft due as a revision of the 500-word draft previously completed. Quest 1 SLO 1-4
Week 16:	Technology and Language Use (Apr 20, 22)
Evaluation	<p>WE WILL EVALUATE THE COURSE THROUGH THE ONLINE SYSTEM IN-CLASS.</p> <p>THIS PLAN CONTRADICTS OUR NO DISTRACTION POLICY AND YOU MAY NEED TO BRING A DEVICE TO GET IT DONE.</p> <p>The VIPs want to know what you think. Ergo, we ask you to complete the evals during class. Now you know how valuable you are as a UF Quest student! People who aren't your professors want something from you!</p>

	WE CAN'T IMPROVE WITHOUT YOUR SUGGESTIONS.
Summary:	Modern language technology has made some aspects of reading and writing easier, with technologies like speech recognition and machine translation.
Guiding Questions:	<ol style="list-style-type: none"> 1. What promises does technology hold for literacy? 2. In what ways does technology tend to reinforce existing language inequalities? 3. What is algorithmic bias in language technology? How can it be avoided?
Readings:	Kaplan, F. (2014). Linguistic capitalism and algorithmic mediation. <i>Representations</i> , 127(1), 57-63. (Page count: ~6, but who's counting?)
Assignment:	Prepare for Final Exam

THANK YOU FOR BEING OUR STUDENTS.
WE HAD A GREAT TIME.
HAPPY SUMMER!

Cynics might say that we left the “resources” page to the last because we don’t care.

WRONG.

We care about every student in class.

We left this data for the end because this way it’s easy to find.

Plus, people like to skip to the end.

It’s the good part with the answers.

Here they are:

Academic Integrity

“UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the appropriate Level Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Grade Scale and Policies

The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the
A- = 92-90	C-(U) = 72-70	
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

Undergraduate Catalog at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

A **minimum grade of C** is required for General Education credit. This statement must be included in a General Education syllabus. Courses intended to satisfy the General Education requirement cannot be taken S-U.