

SPT 2935: Just English? (18862) Section 1JH2

Quest 1: Justice and Power

I. General Information

“This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/).” (The direct link is <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.)

See the webpage for:

- Attendance and make-up policies
- DRC information
- Assigning grade points
- Gator Evals
- Honesty policy
- In-class recording
- Academic and wellness resources

Class Meetings

- Fall 2025
- Tuesdays, Periods 7 (1:55-2:45 pm) and Thursdays, Period 7-8 (1:55-3:50 pm)
- Little Hall 0125

Instructor

- Emily Hind (rhymes with “Kind.”), Professor of Spanish
- ehind@ufl.edu
- Phone: (352) 392 5897
- Grinter 362
- Office hours on Wednesdays 10:00 am-1:00 pm and by appointment
- To reserve your time, visit: <https://calendly.com/ehind>
- Zoom office appointment link: <https://ufl.zoom.us/my/ehind>
- You may also drop in, unscheduled, to office hours. Please knock on the door or otherwise let me know that you are waiting, even if someone else is already talking to me.

Quest Credit

- Quest 1
- Writing Requirement (WR) 2000 words
- 3 credit hours

This course accomplishes the [Quest](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest credit. Courses intended to satisfy Quest requirements cannot be taken S-U.

Course Description

Is one language, English, enough? This course introduces students to English as a monolingual practice and as a global second language. Explores monolingualism and bilingualism as they affect the individual brain, family organization, and broader cultural functions, including policies at the state, national, and foreign levels. Reviews debates in education, new translation technologies, cultural phenomena like children language brokers. Equips students with vocabulary about language acquisition, language politics, and their own and others' language experiences.

This interdisciplinary Quest 1 course examines the lively and often contentious intersections of literacy, multilingualism, justice, and power. We will ponder the assumption that literacy in English is the natural order of the world. Some students may have always enjoyed security as an English speaker. Others perhaps are still learning English. Or possibly, some are heritage speakers of parents' or grandparents' language that isn't English. We will test our assumptions about language learning and think carefully about the malleable and contingent nature of literacy. All language backgrounds and interests are welcome.

Required Readings and Works

Materials and Supplies Fees: n/a

All readings and other works are available in Canvas, through the Ares Course Reserve System, or through the links in the syllabus calendar.

You must use the VPN or a campus connection to access the Ares Course Reserve System. Look for the link on our Canvas course site labeled "Course Reserves" and click to open the webpage with the Ares materials.

- About the UF VPN - <https://uflib.ufl.edu/using-the-libraries/off-campus-access-edit/>
- If you have issues with setting up a VPN account and streaming, please contact the Help Desk at <https://helpdesk.ufl.edu/>

If you like, please purchase the recommended writing guide:

Williams, Joseph. *Style: The Basics of Clarity and Grace*.

WHERE TO FIND THE ASSIGNED READINGS

1. Start your search on the Canvas page for the course.
2. Look at the left-hand column on the screen.
3. Click on the tab marked COURSE RESERVES
4. You MUST be connected to the VPN or on campus for COURSE RESERVES to open properly.
5. Within COURSE RESERVES, check the list of PDFs or eBooks for the readings.
6. Click on the links for each text.
7. Some texts are listed below in the calendar with a link. If permission is required for that website, you can find the text through COURSE RESERVES.
8. It would be easier if you downloaded and organized all the readings at the beginning of the semester from COURSE RESERVES so that you are not dependent on an internet connection.

FOR A LIST OF ASSIGNED READINGS

1. Scroll past the calendar. The bibliography starts on [page 37](#).

II. Graded Work

Description of Graded Work

10% Attendance

5% Participation

5% Surprise Readings from Notebook (readings shared aloud from your handwritten journal about the readings for that day) [\[complete/incomplete\]](#)

20% Readiness Assessments (notebook allowed) (4 of 5 count toward the grade; lowest score dropped)

10% Lead Class Discussion: Guide the Class Discussion of an Assigned Reading: about 10 min. [\[complete/incomplete\]](#)

10% Essay on one aspect of personal language experience [500-700 words] [\[complete/incomplete\]](#)

15% Analytic Research Paper (with four steps each: abstract [150-250 words], annotated bibliography [5-7 peer-reviewed sources], first draft [750-900 words] [\[complete/incomplete\]](#), final version [1,000-1,200 words])

15% Prompt-based paper (written in a two-hour class [\[complete/incomplete\]](#) [750-900 words] and final version [1,000-1,200 words])

10% Oral presentations on the Analytic Research Paper and the Proposed Prompt Paper (2): 3 min. Upload supporting illustrations 24 hours in advance to Canvas.

NOTE: There is **no** group project in this course. All assignments listed below will be completed as individual tasks.

NOTE: Extensions **can be requested** for **up to one class period beyond the assignment's original due date**. Assignments due on Tuesday may be turned in as late as Friday, giving Wednesday and possibly Thursday for completion. Assignments due on Thursday may be turned in as late as Tuesday, giving Friday and possibly Monday for completion. **Students must request the extension by emailing the instructor (ehind@ufl.edu) or otherwise contacting instructor**. The extension applies for any reason and must be requested. Students who miss a deadline for an excused reason will receive "reasonable" time to make up the assignment. For the definition of a reasonable extension in most cases, see above.

10% Attendance. (Complete or incomplete.) Attendance in person to class is required for this course. You will receive 100% for attendance if you attend 100% of the classes. Each missed class without excused documentation will be marked using the Canvas absence tool for the class roster.

You must come to class if you wish to succeed with the grade and coursework. The discussions depend on informed presence.

*Tardy arrivals will be counted as present, but will be marked using the tool for late attendance on Canvas. Late is **always** better than never, yet please make every effort to arrive on time and to stay throughout the class period. Be sure to contact the instructor promptly if you see a mistake with your attendance record. Asking the instructor for "permission" to miss class is usually pointless. Either you*

have an excused absence or you don't. If you decide to miss class and do not have an excused absence, you will be counted as absent. Missing class for your job is not an excused absence, unless this job comes with excused absence paperwork approved by UF. The other job(s) that you have need to avoid scheduling conflicts with this class. Of course, you are always free to communicate with the professor about your absences. The professor cares about you.

Please note that the readiness assessments cannot be made up after an unexcused absence, regardless of circumstances.

5% **Participation.** (See rubric.) When you walk into class, keep a clean workspace by keeping screens closed. If you bury yourself in your device, you fail to take care of others. Be present.

Each student is expected to come to class prepared to listen actively to the other students and the professor, as well as the guest speakers. Completing the readings and screenings before class helps with this mission, though students should come to class even if they are not able to finish the assigned readings. Don't let one bad homework session snowball into one or more missed classes, which will only set you back.

Please phrase your points kindly. Dominating the conversation is as bad as failing to speak. Seek the middle ground. Ask a peer a question if you fear you might dominate the discussion; **so few students ask one another questions, and yet such polite interest might greatly enhance the discussion.** Civility matters.

Professors understand that we all have different levels of comfort regarding speaking in class. I encourage you to contact me so I can find ways to make participation work for you in this class. Again, addressing kind questions to other students can provide a non-threatening, low-stakes, ultimately wonderful mode of participation for all, if you are generous enough to show such curiosity.

One participation grade will be given to each student present for each class meeting. Owing to the onerous process of giving a grade to each student for every class meeting, only a composite total grade of 5, 4, 2, 1 or zero points will be given. Ask me if you have a question about your daily grade. I often explain in writing using the assignment notes in Canvas why I subtracted a point when I do so. (For example, "late.") Stellar participation sometimes convinces me to overlook a late arrival, FYI.

Rubric for daily participation grade:

5 points: Active listening. Succinct and relevant oral contribution. And/or asks questions of the professor or peers. Enthusiastic formation of groups and completion of hands-on activities when required. No screens. Clearly prepared. Complies with classroom etiquette of leaving devices stowed while in the classroom at all times, even before the class has started. [Handles an occasional emergency need for contact with someone outside the classroom by leaving the room and returning when ready.]

4 points: All of prior category evinced but arrives slightly late. Or admits to inadequate preparation.

2 points: Very late arrival. Or makes a show of coming in late and distracts peers or professor. Or forgets notebook. Or does not attempt to speak by raising hand or similar. Or dominates the discussion. Or demonstrates inactive listening by repeating what someone else said without acknowledging this repetition. Or contributes irrelevant or vague information in an attempt to pretend to have prepared for class.

1 point: Uses a screen during class. [If a phone call needs to be taken, an email sent, a chat engaged, or a text composed, STEP OUT OF THE CLASSROOM FIRST.]

0 points: The instructor asked the student to leave class because of screen usage, or lack of cooperative attitude, and so on.

5% Surprise Reading from Notebook. 2 times. (Complete/Incomplete. See rubric.) If supplies allow, the professor will give students a notebook. Otherwise, you will be asked to buy a notebook. Even if the professor offers you a notebook, you may use your own. Please don't take a notebook if you plan to use your own. This notebook will allow you to use your handwritten notes for the readiness assessments, as your thoughts during class and from the readings will be organized and available. As you complete the readings or watch the videos before class, add to your notebook any handwritten notes on these texts for the day that you wish. Twice during the semester, the professor will surprise you and ask you to read from your notebook. Students often end up talking based on the notes in marvelous detail. Ergo, you may begin your oral contribution by reading the points you copied or summarized and find yourself simply talking about the ideas the author(s) explained, filling in detail beyond what you wrote. If you have not done the reading, or did not write your own notes, you will not receive credit for this activity.

10% Lead Class Discussion: One 5-7 min autobiographically informed discussion on an assigned reading

5-7 minutes. 3 additional minutes allowed if the students themselves are doing the talking. (See rubric for oral presentation). Choose this assignment and write your name on the sign-up sheet so that others know the topic is taken. During your presentation, include a title for your angle. Explain the aspect of the reading that interests you, with details that will help the students with a readiness assessment and as they write their papers. Review the connection with your personal knowledge. **ASK QUESTIONS and STIMULATE DISCUSSION AMONG THE STUDENTS.**

Remember: Sign up for your reading/presentation day at the beginning of the semester. Only one student may present on a given reading. Each presentation is individual. If more than one student presents on a given day of class, make sure to coordinate with your colleague so that you present different angles of the same text, or on different assigned texts. When many choices exist for a presentation topic, and the student picks the least difficult text (a video instead of an academic article, for example), the lack of effort will be taken into account.

A successful class lecture engages your peers in active discussion. You may have up to 10 minutes total if you successfully stimulate conversation.

You must cite at least one source, which should be the assigned reading for the day that you chose.

In sum, **stellar work for the assignment teaches the class the reading assignment while reviewing the content and commenting on it through your experience.** Including notes or slides for the class on Canvas that the professor can download into the files will be especially helpful for your classmates as they prepare for Readiness Assessments. Upload these materials in the Canvas space for Lead Class Discussion.

10% One essay on one aspect of personal language experience. (Graded as complete or incomplete; complete is more than 60.00% on the rubric for written work)

500-700 words. (See rubric for written assessments). Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

You would not believe how many students ignore the above rules. The professor will *not* read improperly formatted essays.

Write on the language experience of your choice. **You must cite at least one source.** The path of least resistance is to draw from a source we have discussed in class, yet using the library to research the

matter is encouraged. Use a bibliography and document the source using your preferred bibliographic style, such as MLA, Chicago, or APA.

TIPS FOR WRITING THAT APPLY TO ALL WRITTEN ASSIGNMENTS.

- For assignments that use the written work rubric, each use of “**this**” or “**that**” without a corresponding noun results in a **deduction of one percentage point on the final grade for the assignment**. Always add a noun after writing “this” or “that” and avoid grade deductions.
- For handwritten assignments, illegible handwriting (according to the professor) will result in a grade of zero. Handwriting that maintains the same style throughout the lettering, implying a systemic neatness, but that nonetheless is too difficult for the professor to read, counts as illegible. Write with block letters if you worry that your handwriting may be illegible.
- A listed source in the body of the paper or the Works Cited (Bibliography) that does not correspond to anything the professor can find using library resources will result in a formal complaint through the Student Conduct and Conflict Resolution process. I will probably not talk with you before turning you in, so don’t assume that there will be a negotiation. You will receive an email from Student Conduct and Conflict Resolution with the complaint from me.
- Attributed quotations that do not appear in the source cited, as far as the professor can judge, will result in a formal complaint with the Student Conduct and Conflict Resolution process.
- Related suspicious issues with a written assignment that hint at AI usage or plagiarism will result in a complaint with the Student Conduct and Conflict Resolution process.
- **Do NOT use AI to draft your paper**. Use your writing skills to express the ideas from your head that relate to the library research that you, yourself, have completed.
- Advice from former students of this very class suggests that AI gives poor summaries of the readings. **It is NOT recommended that students rely on AI to summarize the readings**. Do the reading. Do the writing. Take the notes.

15% **Paper 1: An analytical research paper.** For the research paper, students will complete four steps. Each step allows for a change of topic. Please, *never write on a topic that doesn’t interest you*. If you realize that you don’t like your topic, *change it*. You don’t need the professor’s permission to decide on your own interests. The four steps intend to help you “start before you are ready” so that you have time to change topics and ask the library for help with finding still more sources. These four steps are...

Grade breakdown for the research paper:

1% **Abstract.** (Written in class, then typed at home, see rubric.) 150 words, approximately. (Pitch your project!) **One paragraph with a title that identifies the content.** (i.e. NOT “Abstract.”). Times New Roman, 12 pt, one-inch margins, double-spaced. I won’t reject an abstract with 149 or 151 words, but if you turn in 50 or 500 words you have failed the spirit of the exercise. Please note again: **the abstract must include a clearly defined, content-rich title for**

the proposed paper. The abstract explains what you will study and how. What is the topic? What is the angle? Make sure to avoid overly general framing words, like *society, life, the world, we* (without naming the particular group), and so on.

You would not believe how many students turn in an abstract with one or more of the words I just told you not to use.

4% Annotated bibliography. (See rubric). Five to seven sources, listed in the bibliographic format of your choice. Times New Roman, 12 pt, one-inch margins, double spaced. Use peer-reviewed sources when possible.

For the most reliable sources, begin your searches with the library database behind the UF firewall and then cross reference these sources with Google Scholar. Google Scholar can tell you who else has cited the source that you found on the UF libraries' website. Those materials may be of more interest, in part because they might be more recent and thus contain more relevant data. The UF libraries can get you the material listed on Google scholar for free. *You should never pay for a research article or book. The librarians at UF can acquire all needed research materials for you if you give them enough time.* If you need help, try the chat function ("ASK US") on the library webpage: <https://uflib.ufl.edu/>

The annotation is one or two sentences after each source listing that explains (1) what the source is and (2) whether the source works for your project. This annotation allows you to show your research efforts, including sources that you don't plan to use. I will give you credit for disappointments! Just list the dead-end sources and explain why they are not helpful.

Warning: Do NOT trust automated formatting software. To check for errors, compare the sources that the software formatted for you and check for inconsistencies. If one title is written in all capitals, then probably all titles should be. If one title is italicized in an entry, then probably all titles of similar sources in the entries should be italicized. **You are always smarter than a computer code. Don't let AI or similar wreck your grade.** For the record, I personally am not familiar with a bibliographic style that writes anything in all capital letters.

Note: AI does not reliably generate an accurate bibliography. Only you can reliably do your homework.

Make sure the bibliographic listing (the formatting, in other words) gives enough information so that the reader understands from the bibliographic data itself and not the annotation (1) what the source is and (2) how to find the source, even if the link (if relevant) no longer works. A title and a link *never* suffice.

Remember, you will not receive credit for sources that are excessively amateur. Look for *peer-reviewed* sources from academic journals. Rando blogs, for example, are not professional.

5% First draft (Graded as complete or incomplete; complete is more than 60.00% on the rubric for written work). 750-900 words, approximately. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

Make sure that your final research paper reckons with what *you* think. Each student should explain for the research paper what they think, why they think it, and what the implications of those thoughts entail for themselves and others. Of course, explaining what *you* think in *every* assignment, even as you review what creatives and scholars think, makes sure you will fulfill the spirit of each assignment. It's never a waste of words to make explicit where you stand on the issues that concern you. Exploring ambivalence is an excellent idea, if you realize that you aren't sure what you think, or if you realize that you hold contradictory opinions.

Highlight or boldface your thesis statement. The thesis statement explains the point of the paper. It often appears as the last line of the first paragraph. If you cannot state your thesis statement in one sentence, then write two. **Highlight or boldface the connection the topic bears with your personal experience.** This connection may appear more than once in the essay, and we cannot guess where it will find the best placement for your paper. If autobiographical material appears more than once, you do *not* need to highlight all instances. The highlighting means to help you remember the basic elements of the assignment. In sum, for the first draft and final draft to receive satisfactory scores, they must include a thesis statement and an explicit connection with your personal experience. Please note that AI can produce many texts, but it cannot explain your personal experience.

You must cite at least one source of information in the body of the paper and in the bibliography.

Tips: If you begin the first paragraph of your essay with a statement about *society, life, the world*, or an undefined *we/us*, please rewrite the idea to be more specific. Narrow and explicitly define the scope so that it fits within the range of a coherent analysis in 500 to 700 words.

WR 5% Final version (See rubric for final version). 1,000-1,250 words. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

You must cite at least two sources of information in the body of the paper and in the bibliography.

15% **Paper 2: A prompt-based paper.** You will select and engage with one prompt from a series of prompts given by the instructor. The prompts will ask you to reflect on our readings and synthesize some of the main ideas from the course. You will be asked to give your own ideas about how the readings and course themes relate to issues of care and caregiving you observe in your own lives.

5% **First Draft.** 750-900 words, approximately. (Graded as complete or incomplete; complete is more than 60.00% on the rubric for written work). The paper will respond to one of three prompts, developed in conjunction with students in class.

General Style Guidelines, as always:

1. Provide a title that defines the content that will follow (NOT "First Draft," etc.)
2. No spaces between paragraphs!
3. 0.5 indent to start a paragraph
4. 12 pt. Times New Roman font
5. Avoid passive voice, ending sentences with prepositions, and sentence fragments.
6. Do not use a comma between two complete sentences. Either use a contraction such as "and" or "but," a semi-colon (;), or separate them into two sentences with a period.
7. Always use a noun after "this" and "that"
8. Paragraphs should have at least three sentences and no longer than one page
9. Italicize book titles and journal names; frame journal articles in quotation marks
10. Develop your own voice! Avoid dry, generic prose and think about your audience. Writing in the first person ("I") is fantastic.

WR 10% Final version (See rubric for written work.). 1,000-1,250 words. Include a title. Times New Roman, 12 pt, one-inch margins, double-spaced.

You must cite at least four sources of information in the body of the paper and in the bibliography

10% **Two short oral presentations.** (See rubric.) Each student will present twice, for three minutes and no more for each presentation, as timed by a professor. See the calendar for dates. One oral presentation will gloss the contents of the analytical research paper turned in near the date of the presentation. The other oral presentation will explain your prompt-based paper. A PowerPoint presentation (required) will help to keep the presentation on track and coherent for students. Presentations should be uploaded to Canvas the day before the presentations in class. Do not read from notes. Speak to the students and not the professor. Make sure the students understand your thesis statement and how you supported it. Explain what you learned. If you wish, cover the personal connection discussed in the paper.

Grading Rubric(s)

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Rubric for Written Work.
SUBTRACT 1% FOR EACH “this,” “that” without a noun→
/100

| | Great | Good | Average | Poor | Absent |
|--------------------------|---|--|---|---|---|
| | 19-20 | 16-18 | 9-15 | 2-8 | 0-1 |
| Analysis | The thesis is original. Compelling ideas throughout. | The thesis is interesting. At least one original perspective in one of the points. | The essay is focused on a single thesis or idea. | The thesis is split or unclear; the paper wanders off-topic. | No thesis or focus. Or seems AI-generated. Or sources are unclear in ways that extend beyond the category below of “citations.” |
| Evidence | 27-30 | 23-26 | 15-22 | 11-14 | 0-10 |
| | A variety of support for every claim, and it is strong, concrete, and appropriate. | Supporting evidence for all claims, but it is not as strong or complete in some areas. | Supporting evidence for most of the claims, but some evidence may be unrelated or vague. | Some evidence, but in key places evidence is vague or missing. | Almost no detailed evidence to support the thesis. |
| Organization | 19-20 | 16-18 | 13-15 | 7-12 | 0-6 |
| | Each paragraph is focused and in the proper order. Introduction and conclusion are complementary. Excellent transitions. Content and not vocabulary, achieves the transition. | Each part of the paper is engaging, but better transitions, more/fewer paragraphs, stronger conclusion are needed. | Clear introduction, body, and conclusion, but some paragraphs may need to be focused or moved. | Some organization, but the paper is “jumpy” without a clear introduction and conclusion. Paragraphs are not focused or out of order. One or more paragraphs that extend for a page (or more). | Little or no organization |
| Language Maturity | 10 | 8-9 | 6-7 | 4-5 | 0-3 |
| | Creative word choice and sentence structure enhance the meaning and focus of the paper. Special attention to precise verbs. Avoids cliché. | The language is clear with complex sentence structure but contains minor grammatical errors. | Writing is clear, but sentence structures are simple or repetitive; or repeated grammatical errors. | Grammatical mistakes slightly interfere with the meaning of the paper. Basic and imprecise verbs. Or excessively informal expression. Excessive use of forms of the same verb. | Frequent and serious grammatical mistakes make the meaning unclear. Points deducted for “this” and “that” sans noun. |
| Style/Voice | 9-10 | 8-9 | 6-7 | 4-5 | 0-3 |
| | A keen sense of the intended audience. The author’s voice and the writing convey passion. | The paper addresses the audience appropriately and is engaging with a strong sense of voice. | Essay addresses the audience appropriately with some examples of creative expression. | Writing is general with little sense of the audience or communication of the writer’s voice or passion. | Writing is general with no sense of either the writer or audience. Robotic. |
| Citations | 10 | 9 | 7-8 | 4-6 | 0-3 |
| | All evidence is well cited in appropriate format. Sets up citation, cites, and reviews the meaning. | All evidence is cited, but with minor format errors. | Good citations but not enough of them. Or some citations difficult to read. | Some citations but either incomplete or inappropriate. | Almost entirely without citations. Or AI-generated content. |

Rubric for abstract

/10

| | Great | Absent |
|-----------------------------|--|--|
| | 2 | 0 |
| Basic specifications | Times New Roman, 12 pt, double space, one-inch margins. One paragraph. Appropriate word count. | Wrong font, wrong size, no double space or excessive spacing, wrong margins. Too short or too long with the word count. |
| | 2 | 0 |
| Text to study | Text(s) named. Relevant selection of texts. Proper punctuation, with book titles in italics and article titles in quotation marks. Correct author(s) or other relevant data for the source, if not a print text. | The text(s) for study are not mentioned. Or the punctuation does not handle titles correctly. (Book and journal titles are not in italics. Article titles are not in quotation marks.) Or wrong author, or similar problem. The aspect isn't mentioned in the title. |
| Aspect to study | 2 | 0 |
| | The element for study in the relevant text is mentioned. | The point of the analysis isn't explained. Or the point for analysis isn't clear. Or only a plot or information summary appears and no analytic angle is proposed. The aspect isn't mentioned in the title. Fails to avoid vague angles, like <i>society</i> , <i>life</i> , <i>the world</i> , and <i>we</i> (without naming the particular group). |
| Language coherence | 4 | 0 |
| | Precise and concise verbs. Language shows careful word choice and thoughtful proofing. It seems likely that the student read the prose aloud before turning it in. | Only basic or vague verbs appear. Or the language requires extra sympathetic interpretation to understand. Or more words than necessary appear. (Wordy.) Or ambiguity impedes reading comprehension. Or, it seems clear that the student did not read aloud the prose. Odd rhymes, tiresome repetitions, or disjointed phrasing. Title is vague. |

Rubric for annotated bibliography

/10

| | Great | Absent |
|--------------------------------|---|---|
| Bibliographic style | 2 | 0 |
| | Consistent bibliographic style used. Titles are italicized when appropriate. Capitalization is appropriate. Dates of consultation are included for websites when appropriate. The reader can understand the nature of the source from the data supplied in the bibliographic reference. The reader could probably find the source in an independent search, thanks to the wealth of details provided. | No consistent bibliographic style. Or many confusing errors within the attempt to use a single system, such as MLA, APA, or Chicago. Or seems like software did the formatting, owing to lack of italics and such. Or the reader does not know what kind of source is cited from the bibliographic data provided. Or the reader probably could not find the source, based on the bibliographic details supplied. |
| Basic specifications | 2 | 0 |
| | Times New Roman, 12 pt, double spacing, one-inch margins. Hanging indent for the sources (but not the annotation). | Another font, another size, no double spaces, or excessive spacing, incorrect margins. No hanging indent for sources. |
| Annotation (aspect one) | 2 | 0 |
| | A brief content explanation appears for each text. | The general content of the text remains unclear. (The reader has no idea what the text is about. Or the genre of the text isn't clear.) |
| Annotation (aspect two) | 2 | 0 |
| | Each annotation explains if the text in question serves the purpose of the proposed research paper. | It isn't clear if each text proved useful for the research project. |
| Language coherence | 2 | 0 |
| | The language employs precise and concise expression, with complete sentences. Seems likely that the student read the sentences aloud before turning in the assignment. | Basic and vague verbs (e.g. forms of "to be," like <i>is, am, was, have been, there is/are</i> , etc.). Or more words than necessary (wordy). Or the ambiguous language makes it difficult to understand the point. Sloppy language in other ways, such as repetition or grammar problems. |

Oral Presentation Rubric (max. 21 pts)

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|-------------------------------------|---|--|
| CONTENT | <p>10 pts</p> <p>Presentation shows evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and if time allows, leads to a discussion demonstrating basic understanding of sources. See specific assignment for expectations regarding class discussion. Presentation uploaded to Canvas the day before due to be presented. Transforms ideas or solutions into new forms. Little to no notes required. Does not read from screen. Speaks to students and not professor. Explains why the topic is of interest to the presenter.</p> | <p>5 pts</p> <p>Presentation either includes unclear or off-topic ideas or provides only minimal or otherwise inadequate discussion of ideas. Presentation was not uploaded to Canvas the day before the presentation was due OR presentation file contains glitches that make it unplayable. Presentation may also lack sufficient or appropriate sources. Or reads notes verbatim, from paper or screen. Or talks to professor instead of students. Or fails to mention reasons for interest in topic.</p> |
| ORGANIZATION AND COHERENCE | <p>5 pts</p> <p>Presentation includes a clear thesis with an identifiable progression of supporting information. Speech is prepared, with the needed words at hand.</p> | <p>2 pts</p> <p>Presentation lacks clearly identifiable organization, or may lack a coherent sense of logic in associating and organizing ideas, or may also lack transitions to guide the audience. Speech is so fast that it is difficult to understand. Or speech is slowed to the point of incomprehension with lots of “ums.” Vocabulary is not prepared.</p> |
| CREATIVITY and AUDIENCE INSPIRATION | <p>6 pts</p> <p>Transforms ideas or solutions into new forms. Synthesizes ideas or solutions from previous lessons into new forms using a substantial amount of relevant supporting information.</p> <p>Presentation is inclusive and inspires lively discussion among peers. The presentation themes speak to all people in the classroom.</p> | <p>2 pts</p> <p>Moves only slightly or not at all beyond expected “textbook” data. Recognizes only one connection among ideas or solutions—or none.</p> <p>Given time, it seems that the presentation might fail to inspire questions among students, aside from a request to explain the topic in more detail. Seems directed only to the instructor, or to no one.</p> |

Participation Rubric

/5

| Excellent (5 points) | Good (4 points) | Average (2 points) | Below Average (1 point) | Unsatisfactory (0points) |
|--|---|--|---|--|
| Active listening. Succinct and relevant oral contribution. And/or asks questions of the professor or peers. Enthusiastic formation of groups and completion of hands-on activities when required. No screens. Clearly prepared. Complies with classroom etiquette of leaving devices stowed while in the classroom at all times, even before the class has started. [Handles an occasional emergency need for contact with someone outside the classroom by leaving the room during the entirety of the device usage.] | All of the prior category evinced but: Enters slightly late. Or admits to inadequate preparation. | Very late arrival. Or makes a show of coming in late by talking to others or distracting peers in some other way. Or forgets notebook. Or does not attempt to speak by raising hand or similar. Or dominates the discussion. Or demonstrates inactive listening by repeating what someone else said without acknowledging this repetition. Or contributes irrelevant or vague information, pretending to have prepared. | Uses a screen during class. [If a phone call needs to be taken, an email sent, a chat engaged, or a text composed, STEP OUT OF THE CLASSROOM FIRST.] | The instructor asked the student to leave class because of screen usage. Or lack of cooperative attitude, and so on. |

Rubric for Surprise Reading from Notebook

Complete / Incomplete

| | Complete | Incomplete |
|-----------------------------|---|---|
| | 1 | 0 |
| Basic specifications | Student reads handwritten notes from the notebook about the reading in question, in response to the professor's surprise request to do so. Student may choose to speak beyond the handwritten content. The written content can include direct quotations from the text. The handwritten content may also summarize points important to the student. Organize your notes so that they make sense to you, please. | Student attempts to read some handwritten notes from the notebook, which can include direct quotations from the text, and fails because these notes are inadequate (illegible or unable to be reexplained) or do not exist. In the latter case, most students admit that they have nothing to read. Overly general "notes" that are a student's attempt to pretend to have read are incomplete. If a student were to read obviously AI-generated material ("obvious" because wrong), the surprise reading will be counted incomplete. |

Lead Class Discussion Rubric (Complete/Incomplete). Below 60%: incomplete

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|-------------------------------------|---|---|
| CONTENT | <p>10 pts</p> <p>Presentation shows evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and if time allows, leads to a discussion demonstrating basic understanding of sources. See specific assignment for expectations regarding class discussion. Presentation uploaded to Canvas the day before due to be presented. Transforms ideas or solutions into new forms. Little to no notes required. Does not read from screen. Speaks to students and not professor. Explains why the topic is of interest to the presenter. Difficult text.</p> | <p>5 pts</p> <p>Presentation either includes unclear or off-topic ideas. Or provides only minimal or inadequate discussion of ideas. Presentation was not uploaded to Canvas the day before the presentation was due OR presentation file contains glitches that make it unplayable. Presentation may lack sufficient or appropriate sources. Or reads notes verbatim, from paper or screen. Or talks to professor instead of students. Or fails to mention reasons for interest in topic. Or too easy text chosen.</p> |
| ORGANIZATION AND COHERENCE | <p>5 pts</p> <p>Presentation includes a clear thesis with an identifiable progression of supporting information. Speech is prepared, with the needed words at hand.</p> | <p>2 pts</p> <p>Presentation lacks clearly identifiable organization, or may lack a coherent sense of logic in associating and organizing ideas, or may also lack transitions to guide the audience. Speech is so fast that it is difficult to understand. Or speech is slowed to the point of incomprehension with lots of “ums.” Vocabulary is not prepared.</p> |
| CREATIVITY and AUDIENCE INSPIRATION | <p>6 pts</p> <p>Transforms ideas or solutions into new forms. Synthesizes ideas or solutions from previous lessons into new forms using a substantial amount of relevant supporting information.</p> <p>Presentation is inclusive and inspires lively discussion among peers. The presentation themes speak to all people in the classroom.</p> | <p>2 pts</p> <p>Moves only slightly or not at all beyond expected “textbook” data. Recognizes only one connection among ideas or solutions—or none.</p> <p>Given time, it seems that the presentation might fail to inspire questions among students, aside from a request to explain the topic in more detail. Seems directed only to the instructor, or to no one.</p> |

III. Annotated Weekly Schedule

| Week | Topics, Homework, and Assignments |
|-----------------------|---|
| Week 1 | <ul style="list-style-type: none"> • Topic: Introduction • Summary: Review the syllabus. • Required Readings/Works: Read the syllabus. • Assignment: Plan your semester. Meet people in class. See questions for the first day. <p>Just English? will engage with queries such as the following:</p> <ul style="list-style-type: none"> • Is English our national language? What is the language policy of Florida? Should schools teach reading in English only? • What is a named language? How do scholars question the borders erected in this concept? • How do multilingual societies develop language policies? • What is the relationship between language policy and political and social power? • What is the role of English in countries that are non-English-as-a-majority-language? • What kinds of social messages are carried by the use of English in text, broadly defined? • How do humans learn a language? • What kinds of English are more valued and less valued in education? • How are language classrooms classified under contemporary scholarship? • 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? |
| Thursday August 21 | <ul style="list-style-type: none"> • Introduction. Review of classroom etiquette and the syllabus. • Class discussion: |

| Week | Topics, Homework, and Assignments |
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| | <ol style="list-style-type: none"> 1. Who are the other people in the class? 2. How will you switch off your technology? 3. How will you take notes in class? 4. What else might you need to do in class for best focus? 5. When will you do the readings? What days of the week? What times? Where? 6. When will you start the writing assignments? Day? Time? Where will you write? Do you have the equipment you need (comfortable keyboard, sufficiently large screen, access to printer for drafts that you might edit by hand, etc.)? 7. When will you sign up to lead class discussion? (Look for the link to the Google doc in the assignment box for Lead Class Discussion on Canvas.) 8. How will you contact Dr. Hind? How often will you visit her office hours? How will you get there? How far in advance will you make your appointment on Calendly? Remember: you can also drop in without an appointment during office hours. 9. How many friends' contact info do you need in this class? How will you learn your peers' names? How will you get the contact info? 10. How will you get to Smathers Library East, Room 100, when we visit? The Harn Art Museum? 11. What strategies will you deploy for tackling unfamiliar reading topics? 12. What will you do if you miss class? What will you do if you cannot open the reading? What will you do if you realize you cannot hear/see during class? |
| Week 2 | <ul style="list-style-type: none"> • Topic: Multilingualism/Monolingualism + My Language History • Summary: <i>Multilingualism</i> is the use of more than one language for communication. By contrast, <i>monolingualism</i> is the use of one language for communication. Our family trees probably include speakers who fall into both categories, depending on the period and location. This week we will (re)discover our linguistic heritage. • Required Readings/Works: <ol style="list-style-type: none"> 1. Personal essay by Louise Erdrich. (2 pages). 2. Short article, "Am I Truly Monolingual? (16 pages). 3. Article regarding Africa and languages like French and Mandarin (26 pages) 4. Academic article on language education. (about 20 pages) • Assignments: (1) Before class on Tuesday, upload your sample of English-language usage, or another language, that you find especially impactful or well-constructed in the space in Canvas before class: a poem, a scene from a play, a page from a novel, a clip from a film, the written lyrics to a song. (2) Before class on Thursday, prepare a list of key terms and definitions, including words you do not understand. (3) Complete the assigned readings (about 22 pages total). Remember, as always, to take notes on the readings in your notebook. <p>NOTE on SYLLABUS FORMAT: Please complete required readings and videos <i>before</i> class discussion.</p> |
| Tuesday August 26 | <ol style="list-style-type: none"> 1. First, we will review English-language texts that students bring to class. 2. We will discuss language learning in Louise Erdrich, "Two Languages in Mind, But Just One in the Heart." (2 pages). |

| Week | Topics, Homework, and Assignments |
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| | <p>https://archive.nytimes.com/www.nytimes.com/library/books/052200erdrich-writing.html?scp=1&sq=%22Two%20languages%20in%20mind%22&st=cse</p> <ol style="list-style-type: none"> We will discuss the article by Sofía Castro, et al. “Am I Truly Monolingual? Exploring Foreign Language Experiences in Monolinguals.” (stop reading/skimming after the conclusions end at the top of page 16: 16 pages) Finally, we will discuss Rosemary Salomone’s “The ‘New Scramble’ for Africa,” In the book <i>The Rise of English: Global Politics and the Power of Language</i>. pp. 137-163. (26 pages) <ul style="list-style-type: none"> Class discussion: <ol style="list-style-type: none"> Why did you pick the text that you uploaded for class? What does it do with English (or another language) that you admire? What vocabulary have you learned from the assigned readings? How are you keeping track of this vocabulary? What do you think about your own English? Or your other language(s)? <i>How</i> do you think it? Are you truly monolingual? (Or bilingual?) (Is anyone? Who?) What competitors to English as a global language can you name? What do you make of the ‘new scramble’ for imperial powers to convince people in Africa to use languages like French or Mandarin? In class, we may watch a teaser video that introduces students to brain studies of bilingualism: “What the Bilingual Brain Can Teach Us about Code-Switching.” https://www.youtube.com/watch?v=W48ORvJ7uqM 2 min 40 seconds. <p>Bonus reading: For students who are feeling lost /or/ extremely interested, please look in Course Reserves for the following reading and consider the pages that you like from it: Gándara, Patricia, et al. “The Changing Linguistic Landscape of the United States.” <i>Forbidden Language: English Learners and Restrictive Language Policies</i>. Patricia Gándara and Megan Hopkins, editors. Teachers College Press, 2010, pp. 7-19.</p> |
| Thursday August 28 | <ul style="list-style-type: none"> First, we will discuss Timothy Reagan and Terry A. Osborn. “Time for a Paradigm Shift in U.S. Foreign Language Education? Revisiting Rationales, Evidence, and Outcomes.” pp. 73-110. (skip the sections on Globalization and Paradigms, pp. 84-90; stop reading after the conclusion ends at the top of page 100.) (about 20 pages, which include large charts) We will organize the vocabulary we learned from this chapter. We will discuss our awareness of speaking English or not speaking English. Class discussion: <ol style="list-style-type: none"> Do we still have texts that were uploaded by students to share? Are you ready for a trivia game on the reading assignment? What do you think about the proposal for a shift in US foreign language education? |

| Week | Topics, Homework, and Assignments |
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| | <p>4. What do you notice about the format of this scholarly article?</p> <p>5. What are the most interesting points for you about this article?</p> <p>6. Why do you think the authors write in the style that they have chosen?</p> <p>7. Do you think the reading is aimed at you? Why or why not?</p> <p>In class, we will review how to cite research in your essays. Here is the three-step process:</p> <ol style="list-style-type: none"> 1. Tell the reader what you are going to cite, with relevant information only. (Do we NEED to know where the person cited works? What the full name of the article is? No? Then don't tell us.) 2. Cite. If you cite more than three lines, put the quotation in an indented paragraph within your paragraph. (Why are you citing that much? ONLY cite what you cannot paraphrase. If the original author said it better, then cite it. Otherwise, paraphrase and attribute. 3. The next sentence should tell us what we just read. Pretend the citation is in a language that Professor Hind doesn't read. How will she understand the point? Tell her what the quotation said, but use a third set of vocabulary. <p>These three steps have you explain the citation three times, once in the set-up, once in the citation itself, and once in the summary of the point as you want us to see it. Finding the words to explain the idea three times without being boringly repetitive will help you develop your point. Use this process for the citation of every single quotation. You'll see that you won't be able to cite much directly once you handle the quotations properly. Choose wisely.</p> <p>Bonus reading: For students who are feeling lost /or/ extremely interested, please look in Course Reserves for the following reading and consider the pages that you like from it:</p> <p>Gándara, Patricia, et al. "Forbidden Language: A Brief History of U.S. Language Policy." <i>Forbidden Language: English Learners and Restrictive Language Policies.</i> Patricia Gándara and Megan Hopkins, editors. Teachers College Press, 2010, pp. 20-33.</p> |
| Week 3 | <ul style="list-style-type: none"> • Topic: English, Education + My Education History • Summary: Language policy and planning is a process of determining what language(s) are used in society and for what purpose(s). How do educators determine language policy in their classrooms? How do students negotiate these policies? What programs are available for teaching monolingual or polyglot skills? How do linguists think about the various types of language knowledge and acquisition? And what is the English language? (Part I). • Required Readings/Works: • What is English? <ol style="list-style-type: none"> 1. 3.5 opening pages of a book called <i>Whose Language Is English?</i> • Thought on the history and motivations of multilingual classrooms: <ol style="list-style-type: none"> 1. First chapter of a book on the history of the first dual language immersion public school. It was opened in Miami (Coral Way), Florida for Cuban children |

| Week | Topics, Homework, and Assignments |
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| | <p>(22 pages).</p> <p>2. Academic article on language revitalization of Indigenous tongues. (11 pages)</p> <ul style="list-style-type: none"> • Assignment: Come prepared to class to discuss your educational experience in English or other languages. You may also discuss your friends' and relatives' experiences. Upload one written document or image relevant to this experience into the appropriate space on Canvas. Turn in your essay on one aspect of personal language experience [500-700 words]. |
| Tuesday Sept. 2 | <ul style="list-style-type: none"> • Guest speaker: Rachel Nuyten. UF undergrad: Literacy in Alachua County • First, we will briefly review Jieun Kiaer's "Opening Words" In the book <i>Whose Language is English?</i> pp. 1-4 (3.5 pages) • We will share any personal experiences with the Coral Way school and in class watch the video on "Operation Pedro Pan: Departure from Cuba" https://www.youtube.com/watch?v=D8ks7Drb84Q (5 min) • Then, we will briefly consider in class a Spanish-language video of students at Coral Way in Miami: https://www.youtube.com/watch?v=pAnCEHIAQKI (8 min) • Class discussion: <ol style="list-style-type: none"> 1. How have teachers approached bilingual children in the classroom? 2. What categories exist for thinking about the motivations for learning one language versus another? 3. What is your experience with one or more languages in the classroom? 4. What do you think of the Coral Way school? 5. How does the Coral Way school reflect the times, as people in Florida understood the Cuban Revolution and Operation Peter Pan? And now? 6. Can you answer trivia questions about this history? 7. What is the relationship between language policies and language practices? <p>Turn in your essay on one aspect of personal language experience [500-700 words].</p> <p>Bonus reading: For students who are feeling lost /or/ extremely interested, please look in Course Reserves for the following reading and consider the pages that you like from it:</p> <p>Costa, Albert. "Two Languages, One Brain." <i>The Bilingual Brain and What It Tells Us about the Science of Language</i>. Allen Lane [Penguin], 2017, pp. 45-65.</p> |
| Thursday Sept. 4 | <ul style="list-style-type: none"> • First, we will discuss the required reading by Maria R. Coady, a professor who used to teach at UF! "Origin of the Experiment." <i>The Coral Way Bilingual Program</i> (19-43) (content stops at page 41: 22 pages). • First, we will discuss the article by Leanne Hinton. "Language Revitalization and Language Pedagogy: New Teaching and Learning Strategies." <i>Language and Education</i>, vol. 25, no. 4, 2011, pp. 307-318. (11 pages) • Next, we will begin to think about the controversial term <i>translanguage</i>. In class, we will begin to watch the video by Mike Mena on the book |

| Week | Topics, Homework, and Assignments |
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| | <p><i>Translanguaging: Language, Bilingualism, and Education</i> by Ofelia García and Li Wei. https://www.youtube.com/watch?v=ybAS3IT6FLc (12 min)</p> <ul style="list-style-type: none"> • Class discussion: • How do Indigenous languages fit into your mental map of languages, language policy, and education? • Given that being the one and only speaker of a language is not especially functional, how might we think about languages in more collective terms? • Have you thought about other topics in terms of community? Which topics? • What kind of communities might language policy aim at forming in your ideal political plan? How does that ideal stack up against your lived experience? • Do you think politicians think more about the individual or the community when pushing one policy or another? Which do you prefer? (What is the right question to ask here, in your opinion?) • What do you make of translanguaging? • In class, we may watch a video of a father teaching his daughter an indigenous language, Menominee https://www.youtube.com/watch?v=6dOKQFi1sAk (5 min) <p>Bonus reading: For students who are feeling lost /or/ extremely interested, please look in Course Reserves for the following reading and consider the pages that you like from it:</p> <p>August, Diane, Claude Goldberg, and Robert Rueda. “Restrictive State Language Policies: Are They Scientifically Based?” <i>Forbidden Language: English Learners and Restrictive Language Policies</i>. Patricia Gándara and Megan Hopkins, editors. Teachers College Press, 2010, pp. 139-158.</p> |
| Week 4 | <ul style="list-style-type: none"> • Topic: The Florida Political Scene + My Linguistic Landscape • Summary: Bilingual education consists of programs in which two or more languages are used to learn academic content such as science, mathematics, and social studies. Discourses are written or spoken communication. Discourse can refer to broad, social messages (or <i>motifs</i>) that convey social attitudes, beliefs, and perceptions. Using these concepts, we will review what we have learned about Coral Way and add thought on the history of US classroom language policy as well as the handling of Puerto Rican students in Florida after an influx post-Hurricane María. We will consider how politics intersect with bilingual and monolingual education. Also, what <i>is English?</i> Part II. • Required Readings/Works:: <ol style="list-style-type: none"> 1. Review of the numbers of monolingual and multilingual speakers on the globe (2 pages) 2. Review of the formation of some words in English (about 9 pages). 3. Review of the history of US policy on English and bilingual classrooms (4.5 pages) |

| Week | Topics, Homework, and Assignments |
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| | <ol style="list-style-type: none"> 4. Parts of the Florida Constitution relevant to English language learners (1.5 pages, see below). 5. In class we will watch parts of or all of a few videos (no more than 15 min). 6. An article on the reception of Puerto Rican students who moved to Florida after Hurricane María. (16 pages) 7. Students may wish to consult two websites related to Florida bilingual education: https://bilingualeducationfl.org https://fabefl.org <p>OPPORTUNITY FOR EXCELLENCE AND AN EASIER SEMESTER: Students who want a strong explanation of US language policy should consult the additional, optional reading assignment: Rosemary Salomone’s “A Revolution in the Making.” In the book <i>The Rise of English: Global Politics and the Power of Language</i>. pp. 307-333. (26 pages) This text will prepare the student for upcoming readings.</p> <p>Assignment: Come to class prepared to describe the linguistic landscape that you share with others in Florida: on campus and off campus. How many linguistic landscapes can you differentiate in your personal experience of the state? Upload a video, image, or written text (a map? a restaurant menu? lyrics? an ad? a textbook?) that shows something about your linguistic landscape.</p> <ul style="list-style-type: none"> • Also, submit step one for the research paper: Turn in your abstract complete with a title that names the project, using a subtitle if necessary for clarification [150-250 words]. |
| Tuesday Sept. 9 | <ol style="list-style-type: none"> 1. First, we will discuss the numbers in: “The Systemic Breeding of Multilingualism.” <i>The Yale Wave</i> 5 December 2021. https://campuspress.yale.edu/wave/the-systemic-breeding-of-multilingualism/ (2 pages) 2. Then, we will read about the formation of a few words in English: Jieun Kiaer’s “Words from the Silk Road and Beyond,” from the book <i>Whose Language is English?</i> pp. 94-103 (owing to formatting, actually about 9 pages) 3. We will familiarize ourselves with the Florida State Constitution https://www.flsenate.gov/laws/constitution, in particular <ol style="list-style-type: none"> 1. Section 9 of Article II SECTION 9. English is the official language of Florida.— (a) English is the official language of the State of Florida. (b) The legislature shall have the power to enforce this section by appropriate legislation. History.—Proposed by Initiative Petition filed with the Secretary of State August 8, 1988; adopted 1988. 2. The 2024 Florida Statutes: 1003.56 English language instruction for limited English proficient speakers... |

| Week | Topics, Homework, and Assignments |
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| | <p>(1) Instruction in the English language shall be provided to limited English proficient students. Such instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.</p> <p>4. Next, we will either continue watching the video from last week, or begin a new one by the same Mike Mena, such as "Clarifying translanguaging and deconstructing named languages..." (14 min) https://www.youtube.com/watch?v=Xv6cXSna4RY</p> <p>5. Finally, we will consider the samples from the linguistic landscapes that students uploaded to Canvas.</p> <ul style="list-style-type: none"> • Class discussion: <ol style="list-style-type: none"> 1. What do you know about the Florida Constitution? 2. What do you make of our times now as compared to prior ones in the state? 3. Do you agree that "there is a systemic reason why Americans are more likely to be monolingual than the rest of the world"? What differences might distinguish the US from other cultures? 4. What happens when language policies and practices are in opposition? 5. How do people interrogate and resist language policies and/or practices? Why? 6. How might you apply the ideas you have learned since the beginning of class to the linguistic landscape that you uploaded and will share with peers in class? <p>Submit step one for the research paper: Turn in your abstract complete with a title that names the project, using a subtitle if necessary for clarification [150-250 words].</p> <p>Bonus reading: For students who are feeling lost /or/ extremely interested, please look in Course Reserves for the following reading and consider the pages that you like from it:</p> <p>Grosjean, François. "Attitudes and Feelings about Bilingualism." <i>Bilingual: Life and Reality</i>. Harvard UP, 2010, pp. 97-107. (20 pages)</p> |
| <p>Thursday Sept. 11</p> | <ol style="list-style-type: none"> 1. We will discuss Molly Hamm-Rodríguez and Astrid Sambolín Morales, "(Re)Producing Insecurity for Puerto Rican Students in Florida Schools: A Raciolinguistic Perspective on English-Only Policies." pp. 112-131. (content ends on p. 128: 16 pages). 2. Next, we will consider Eric Ruiz Bybee, et al. "An Overview of US Bilingual Education: Historical Roots, Legal Battles, and Recent Trends." <i>Texas Education Review</i> pp. 138-146 (read content to conclusion only, p. 142: 4.5 pages) 3. We will discuss in class the <i>Saturday Night Live</i> skit, "Spanish Class," about a Spanish-language teacher who feels overwhelmed by Spanish-speaking students. https://www.youtube.com/watch?v=C25VhUJn038 (5 min) |

| Week | Topics, Homework, and Assignments |
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| | <p>4. If samples remain, we will consider the linguistic landscapes that students uploaded to Canvas.</p> <p>5. Class discussion:</p> <p>6. How might you compare or contrast the reception of the Cuban students under Operation Peter Pan (1960-62) and the Puerto Rican students escaping the effects of Hurricane María (2017)?</p> <p>7. Are you prepared for a trivia game on these historical events and vocabulary learned in class readings?</p> <p>8. What is the critique launched in the SNL video? Analysis? What does the video show you? Can you apply vocabulary or other data learned thus far to illuminate the video? Can you think of another subject in which advanced students would be placed in a beginning classroom?</p> <p>9. Has your thought shifted on translanguaging?</p> <p>10. What is code switching?</p> <p>11. What is the relationship between language policies and language practices? Between those ideas and the linguistic landscapes that you have seen shared in class? Do you see something that the experts do not? Do you see a topic differently than it has been presented so far? How so?</p> <p>Interested in Puerto Rico? Diplomacy? Consider the following reading available in Course Reserves:</p> <p>Nieves Pizarro, Yadira and Juan Mundel. “#RickyRenuncia: The Hashtag that Took Collective Outrage from Social Media to the Streets.” <i>Latin American Diasporas in Public Diplomacy</i>. Eds. Vanessa Bravo and Maria de Moya, Palgrave Macmillan, 2021, pp. 159-187.</p> |
| Week 5 | <ul style="list-style-type: none"> • Topic: Florida Language History After 1492 + My Timeline • Summary: What is the linguistic history of Florida since the arrival of people from countries like Spain and France? How does language support political power? Violence? Colonialism? Privilege? Peace? How can we Gators pursue research on language through resources at UF? To consider the Indigenous languages of Florida, we will look at a contemporary argument claiming that Indigenous languages spoken among Latinx students are undermeasured in Florida schools. How did English become a global language? • Required Readings/Works: <ol style="list-style-type: none"> 1. We will watch one video on the French in Florida (8 min). The video is from UF. 2. We will consider our linguistic heritage, using the article on “The Heart of Heritage” (13 pages). Which groupings of people are recognized, whether through language or other markers? How might heritage status affect language learning? 3. Students have the option of considering a (flawed) video on the problems faced by heritage learners (7 min 33 sec). |

| Week | Topics, Homework, and Assignments |
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| | <ol style="list-style-type: none"> 4. We will look at the demographics of children in Florida from non-English-only families (4 pages with graphics). 5. We will ponder declining language programs and enrollments in the US and to review the data on the undercounting of, for instance, Indigenous languages among 21st-century Florida students. <ul style="list-style-type: none"> • Assignment: Come to class prepared to create a timeline of Florida history that includes moments you view as important. Dates important to your family's history or your personal history should appear. (For example, your year of birth.) Plan your route to the library for Thursday, instead of the usual trip to the classroom. Also, students will submit the second step for the research project. Turn in your annotated bibliography. List five to seven peer-reviewed sources, using a consistent bibliography style. After each source, write a brief annotation that explains (1) the genre of the source (What is it?) and (2) an explanation of whether the source is useful for your project. [5-7 peer-reviewed sources]. |
| Tuesday Sept. 16 | <ul style="list-style-type: none"> • First, students will compile dates they bring to class. We will create a composite timeline of Florida throughout history, using points of interest to us. Students may wish to compile additional dates regarding another place/thematic deep dive for personal research purposes. • Next, we will discuss the video "French in Florida; 1562-1566" https://www.youtube.com/watch?v=evGSGZ7qQdo (8 min 17 sec). How would it be if we spoke French instead of English in Florida? Or another language? • Class Discussion: <ol style="list-style-type: none"> 1. What do you know about the linguistic history of Florida? 2. What do you think now of the relationship between power and language? Has your thinking developed since the beginning of the semester? How so? 3. What does the word <i>colonialism</i> mean to you? (What might <i>de-colonial</i> policies look like? Why would they be attractive?) 4. What do you think of undercounting Indigenous-languages in the Florida classroom? <p>Turn in your annotated bibliography. List five to seven peer-reviewed sources, using a consistent bibliography style. After each source, write a brief annotation that explains (1) the genre of the source (What is it?) and (2) an explanation of whether the source is useful for your project. [5-7 peer-reviewed sources].</p> <p>Bonus reading: For students who are feeling lost /or/ extremely interested, please look in Course Reserves for the following reading and consider the pages that you like from it:</p> |

| Week | Topics, Homework, and Assignments |
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| | <p>Salomone. Rosemary. "Reframing the Narrative." <i>The Rise of English: Global Politics and the Power of Language</i>. Oxford UP, 2022, pp. 287-306. (pages)</p> |
| <p>Thursday Sept. 18</p> | <ul style="list-style-type: none"> • We will discuss the motivations for learning a language among heritage speakers: He, Agnes Weiyun. "The Heart of Heritage: Sociocultural Dimensions of Heritage Language Learning." <i>Annual Review of Applied Linguistics</i>, vol. 30, 2010, pp. 66-82 (stop reading on page 78: 12 pages). • If students enjoy videos, they might consider a 7-min, 33-sec. video on the problems faced by heritage learners; caution, this video does misstate the dominance of monolinguals. https://www.youtube.com/watch?v=DRGEWIWOYLo • In class, we will consider the data on children in Florida whose families speak a language other than English at home (4 pages with graphics): https://www.migrationpolicy.org/sites/default/files/publications/mpi-nciip_dll-fact-sheet2022_fl-final.pdf • We will examine data on undercounted languages in Florida schools: Rebecca Campbell-Montalvo. "Linguistic Re-Formation in Florida Heartland Schools: School Erasures of Indigenous Latino Languages." pp. 32-67. (Read only if the topic is of interest; 30 pages of text.) <p>Interested in Indigenous cultures? Check out the reading on Inuit diplomacies available on Course Reserves:</p> <p>Shadian, Jessica. "Not Seeing Like a State: Inuit Diplomacies Meet State Sovereignty." <i>Diplomatic Cultures and International Politics</i>. Eds. Jason Dittmer and Fiona McConnell, Routledge, 2016, pp. 154-174.</p> |
| <p>Week 6</p> | <ul style="list-style-type: none"> • Topic: Individual Experience, Scientific Discussion under Power Struggles in Language + Library Research • Summary: This week we will consider an essay written in New York City on the process of interpreting for migrant children who are applying for a US visa. How does one translate an oral interview and writing an English-language version of events? We will consider the power of written language, not only in the political process adjudicated through courts, but also in the scientific world. We will consider the problems of oral language, and what bureaucratic formats can and cannot represent. We will think about what one writer calls the <i>Tyranny of Writing</i>. • Required Readings/Works: <ol style="list-style-type: none"> 1. Selection from Valeria Luiselli's nonfiction essay on working with migrant bilingual children in the New York court system who need to answer interview questions in order to receive a visa (35 pages). 2. A chapter on the effort in nineteenth-century France to force schoolchildren to use French rather than the regional language (15 pages). 3. A chapter on English language in global scientific research (22 pages). |

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| | <p>4. A glossary of AI-related translation terms (only pick one interesting term among 12.5 pages of them.)</p> <p>OPPORTUNITY FOR INDIVIDUAL CHOICE: If students are interested, they may also choose to read the optional text by Tsedal Neeley, “Global Business Speaks English.” https://hbr.org/2012/05/global-business-speaks-english (16 pages with large margins and images).</p> <ul style="list-style-type: none"> • Assignment: Design an interview process that would best and most comfortably elicit <i>your own experiences</i> if you had to explain how you came to be a student at the University of Florida. (Or, you may write a list of questions that you find uncomfortable and even impossible to answer, perhaps about why you are a citizen of the US or a resident in Florida. This exercise can be explored as much for its ineptitude as for its possible contributions.) Upload this list of questions before class and be prepared to answer one, or explain why you think it is unfair in terms of your experience as you can articulate it in language. What do you think is left out of interpretations of experience through language? • For Thursday, pick one term from the glossary related to AI-generated translations and be prepared to discuss it in class. |
| Tuesday Sept. 23 | <ul style="list-style-type: none"> • We will discuss Chapter 3 “Home” in the brief book by Valeria Luiselli, <i>Tell Me How It Ends: An Essay in Forty Questions</i>. (pp. 55-90). (35; some pages have only lists of short statements.) (Curious minds can read the entire book; it’s not long.) • Class Discussion: <ol style="list-style-type: none"> 1. What do you know about the differences between written and oral language? 2. Have you ever transcribed oral comments or conversations? If so, what did the exercise teach you? 3. Have you watched AI-generated captions fail to catch what you or others say, even on a literal level? 4. How might children especially battle to explain their experiences to the satisfaction of the legal system? 5. What is lost in the funneling of (children’s) experiences into language? What is retained? 6. Do you consider your written language skills to be as sharp as your oral ones? Why or why not? Which skill set did your education emphasize? Through what activities? (How long has it taken you to develop the writing skills that you currently possess? The speaking skills? How might developments in AI shift education goals?) <p>If business English is of interest:</p> <ul style="list-style-type: none"> • What do you make of Tsedal Neeley’s argument for English-only business environments? • If you were managing a company for non-English-speakers, would the advantages of instituting an English policy outweigh the disadvantages covered in the article? |

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| | <p>How does Neeley’s perspective mesh with the article we read at the beginning of the semester regarding “The ‘New Scramble’ for Africa?”</p> |
| <p>Thursday Sept. 25</p> | <ol style="list-style-type: none"> 1. We will discuss global English as the language of science, using Michael D. Gordin’s “Anglophonia,” In the book <i>Scientific Babel: How Science Was Done Before and After Global English</i>, pp. 293-315 (22 pages). 2. We will review the glossary related to AI-generated translations in the glossary for Rothwell, et al’s <i>Translation Tools and Technologies</i>, pp. x-xxii. (12.5 pages) 3. We will also consider French schoolchildren’s experience at learning French, when French was not their home language, in Manuela Böhm’s “The Tyranny of Orthography: Multilingualism and Frenchification at Primary Schools in Late-Nineteenth-Century France,” In the book <i>Tyranny of Writing: Ideologies of the Written Word</i>, pp. 63-80. (only 15 pages, as the last two pages are bibliography.) <p>Class Discussion:</p> <ol style="list-style-type: none"> 1. What do you make of contemporary science discussions occurring in global English? 2. What languages were favored in science prior to the dominance of English? 3. What does the term you selected from the glossary of machine interpretation indicate about the technology or the task of translation? 4. If you had to add to the timeline of language that you created, now in speculative fashion extending events to 2050, what predictions would you make? 5. What do you think about the <i>Tyranny of Writing</i>? 6. Did you realize that France battled to impose French as the national language? What does <i>Frenchification</i> mean to you? |
| <p>Week 7</p> | <ul style="list-style-type: none"> • Topic: Ethnicity and Language Discrimination + My Stance on Subtitles • Summary: We will consider the intersection of language and ethnicity, winding up with some early twentieth-century history for Los Angeles. We will also contemplate English spoken among Americans of Black heritage. Finally, we will discuss a Mexican film featuring a bilingual speaker of Spanish and Mixteco who works for a Spanish-speaking family. How does language help to determine belonging? What do you think about relationships between ethnicity, language, and citizenship? • Required Readings/Works: <ol style="list-style-type: none"> 1. We will read a theoretical orientation about “Language and Ethnicity” (9 pages). 2. We will consider seven very short essays by social media user, Mixe-speaker and linguistics scholar Yásnaya Elena A. Gil (much less than 20 pages, owing to formatting.) 3. For Thursday, we will ponder a film with a bilingual protagonist, played by Yalitza Aparicio. The movie <i>Roma</i> (2018; 2 hr 15 min), written and directed by Alfonso Cuarón fictionalizes his nanny. Cuarón went to great lengths to recreate his childhood home and surrounding neighborhood for the camera and combines the action with an adult’s awareness of the historical moment in |

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| | <p>Mexico City, with the attack of Los Halcones on protestors in 1971. Cuarón recreates photojournalists' images taken during the massacre.</p> <p>4. We will consider the history of Los Angeles, 1910-1940, and four approaches to "Americanizing" migrants (37 pages).</p> <p>OPPORTUNITY FOR INDIVIDUAL CHOICE: If students are interested, they may also choose to read the optional text by Chi Luu, "Black English Matters." <i>J-Stor Daily</i> (2 pages) https://daily.jstor.org/black-english-matters/</p> <ul style="list-style-type: none"> • Assignment: Pick your favorite essay from Yásnaya Elena A. Gil's assigned work. How do those points critique what we have covered so far in class? Consider the relationship between citizenship and language, in your particular case. Consider your approach to closed captioning and subtitles. Yay or nay for which? If yay for closed captioning, do you notice differences between the written and spoken language? If yay for subtitles, do you notice errors in translation? Prepare thoughts for discussion. Upload a screenshot to support your point if you like. |
| Tuesday Sept. 30 | <ul style="list-style-type: none"> • First, we will discuss our individual approaches toward captioning and subtitles. • Then, we will discuss the following texts: <ul style="list-style-type: none"> ○ Joshua A. Fishman. "Language and Ethnicity: the View from Within." pp. 327-343 (stop at page 231, skipping appendices: 9 pages) ○ Yásnaya Elena A. Gil, "The Censoring of Babel," "The Ringing of Bells: Two Encounters with the Language of the Other," "Habits of Speech," pp. 25-36. (much less than 10 full pages, owing to formatting.) • Class Discussion: <ol style="list-style-type: none"> 1. What is ethnicity and why might we think about it in our class about English/language? 2. What were the four types of citizenship educational models supplied in from 1910-1940 in California to non-English speakers? What do you make of them? 3. What questions are you developing based on our readings so far? |
| Thursday October 2 | <ul style="list-style-type: none"> • We will discuss the film <i>Roma</i> (2 hr 15 min) • Class Discussion: <ol style="list-style-type: none"> 1. What do you make of the power dynamics of language in <i>Roma</i>? 2. What language is spoken on the bus? 3. What language is spoken in the car? 4. What language(s) do the wealthier people speak? 5. What nationalities do you spot in the film? (French toys? French- or English-language films? US astronauts? Are people speaking Indigenous languages on screens in the film? What else do you notice?) 6. Is director Cuarón ultimately sensitive enough to the task of representing, with respect, his nanny? |

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| | <ul style="list-style-type: none"> ○ Once again: Yásnaya Elena A. Gil, “Indigenous Literature Does Not Exist,” “Hahahat!: No Laughing Matter?”, “You’re So Splenda, I’m All Panela...” <i>This Mouth is Mine</i>, translated by Ellen Jones. pp. 51-61. (much less than 10 full pages, owing to formatting.) ○ Zevi Gutfreund, “Immigrant Education and Race: Alternative Approaches to ‘Americanization’ in Los Angeles, 1910-1940.” (1-38) https://www.jstor.org/stable/26356198?seq=2 (37 pages) |
| Week 8 | <ul style="list-style-type: none"> ● Topic: Bilingual Language Development + My Gut Feeling on the Bilingual Advantage ● Summary: Bilingual language acquisition studies the cognitive and linguistic processes involved in simultaneously acquiring two languages. On Tuesday, we will learn about the cognitive and developmental processes that help children and adults organize and navigate between multiple languages during acquisition. We’ll be discussing the totally amazing and totally normal feat of acquiring more than one language during infancy. We’ll also have a special focus on experimental methods used to study bilingual language acquisition in infants. By way of contrast with this topic, we will return to the idea of hegemonic or global English through a business article that argues for English-only policies in business settings. ● And, on Thursday, we will visit Smathers library. ● We will also look at translation again, first by way of one author’s decision to move to Italy and only write in Italian, and second by way of an experiment that asks groups, individuals, and AI to translate an 8-line poem in Biblical Hebrew. ● Required Readings/Works: Students will watch two short videos on language research using babies and read two articles so that we might discuss the issues of babies and bilingualism (total 6 minutes and total 27 pages). They will also read two texts about translation (total less than 32 pages if Italian pages and graphics are skipped). ● Assignment: Remember, before class, watch the introductory video on the experimental techniques that Werker uses (2 min 40 sec): https://www.youtube.com/watch?v=WvM5bqUsbu8 and, if you wish, the updated video https://www.youtube.com/watch?v=N7Gn_ImK4_Y. Be ready to research and present your group findings on research methods such as High Amplitude Sucking (HAS) procedure, Conditioned Head-Turning procedure, Preferential Looking procedure, or magnetoencephalography (MEG). ● Also, students will submit the third step in the research project: Turn in the first draft of the analytic research paper. Make sure to boldface the thesis statement at the end of the first paragraph. Use a title that identifies the topic and intention of the analysis. Your analysis must connect the topic in some way to your personal experience. Show depth of thought. Cite your sources. [750-900 words] |

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| <p>Tuesday October 7</p> | <ul style="list-style-type: none"> • Before class, watch the introductory video on the experimental techniques that Werker uses: https://www.youtube.com/watch?v=WvM5bqUsbu8 (2 min 40 sec) • You may also watch an updated video with more sophisticated technology for researching babies' brains: https://www.youtube.com/watch?v=N7Gn_lmK4_Y (3 min) • First, we will discuss impressions of the videos watched before class. • Then, we will discuss the article by Janet F. Werker and Krista Byers-Heinlein. "Bilingualism in Infancy: First Steps in Perception and Comprehension." <i>Trends in Cognitive Sciences</i>, vol. 12, no. 4, 2008, pp. 144-151. (7 pages) <ul style="list-style-type: none"> • And we will review, François Grosjean, "Bilingualism: A Short Introduction." <i>The Psycholinguistics of Bilingualism</i>, edited by François Grosjean and Ping Li, Wiley-Blackwell, 2013, pp. 5-25. (20 pages) • Finally, we won't have time to complete a group discussion activity regarding experimental methods. Please think about what would have happened if the library visit weren't this week: The class will break into groups to discuss different methods such as the High Amplitude Sucking (HAS) procedure, Conditioned Head-Turning procedure, Preferential Looking procedure, or magnetoencephalography (MEG). In groups, students will select a method, prepare a summary, and discuss with the rest of the class. <p>Class discussion:</p> <ol style="list-style-type: none"> 1. Does learning more than one language present unique challenges to a child during acquisition? 2. How do we mentally organize multiple languages in a single brain? 3. Are there any advantages/disadvantages to learning multiple languages? 4. What are the cognitive challenges in organizing and navigating between two languages with only one brain? 5. Are these questions shaped by assumptions <i>not</i> shared by other specialists in language whom we have read this semester? 6. What do you make of the life shift from babies who can learn anything to adults who struggle with a language policy at work? <p>Turn in the first draft of the analytic research paper. Make sure to boldface the thesis statement at the end of the first paragraph. Use a title that identifies the topic and intention of the analysis. Your analysis must connect the topic in some way to your personal experience. Show depth of thought. Cite your sources. [750-900 words]</p> <p>Bonus readings, available in Course Reserves:</p> <p>Costa, Albert. "Bilingual Cradles." <i>The Bilingual Brain and What It Tells Us about the Science of Language</i>. Allen Lane [Penguin], 2017, pp. 1-28.</p> |

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| | <p>Costa, Albert. "Cognitive Decline and Bilingualism." <i>The Bilingual Brain and What It Tells Us about the Science of Language</i>. Allen Lane [Penguin], 2017, pp. 112-120.</p> |
| <p>Thursday October 9 Smathers Library</p> | <ul style="list-style-type: none"> • Visit Smathers Library. We will meet in Smathers Room 100, Library East for an introduction to holdings at the library. <ul style="list-style-type: none"> • How might you create a research question? • How might you refine research searches? • What is a peer-reviewed source? • How do we access materials behind the firewall and that are not on campus? • What sources might UF contain that are useful to you? • First, we will discuss Jhumpa Lahiri's decision to immerse her writing and living circumstances in Italian, using a selection from <i>In Other Words</i> as a starting point. (Ann Goldstein translated the text from the original Italian). "The Renunciation," "Reading with a Dictionary," "Gathering Words," "The Diary." pp. 35-59. (Only 13 pages if students skip the Italian text.) • We will also discuss an experiment that asks groups, individuals, and AI to translate an 8-line poem in Biblical Hebrew: Avraham J. Roos's "The Experiment." pp. 237-257 (fewer than 19 pages, given graphics). <p>Class discussion:</p> <ol style="list-style-type: none"> 1. Would you dare to immerse yourself fully in another language, by moving there and only writing in that language? Which one? Why? When would you complete this activity? 2. How does Jhumpa Lahiri's experience compare with other groups who acquire language proficiency, such as people embedded abroad for tasks that range from military work to religious missions? 3. What problems do you imagine would arise, based on the discussion on Tuesday of bilingualism, if you were to immerse yourself in another language, in another environment? 4. What did you learn about translation from reading the experiment about an 8-line poem in Biblical Hebrew? Did you expect to learn this lesson? 5. Which translation do you prefer? |
| <p>Week 9</p> | <ul style="list-style-type: none"> • Topic: Student Presentations Summary: Students will present their work. • Required Readings/Works: Oral presentations. Make sure that you have spoken individually with Professor Hind and are set for success in the next part of the semester. |

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| | <ul style="list-style-type: none"> • Assignment: Students will present their research project on one aspect of language related to the coursework for 3 minutes. Prepare your oral presentation on your analytic research paper. Upload the PowerPoint or other supporting material 24-hours in advance on Canvas. |
| Tuesday October 14 | <ul style="list-style-type: none"> • Student presentations. 3-minute individual presentations on an example of multilingualism or monolingualism that you find interesting. You can present a primary example and your analysis, or you can present on an academic article related to this subject that we have not read for class. Include a bibliography in your PowerPoint presentation. |
| Thursday October 16 | <ul style="list-style-type: none"> • Finish 3-min oral presentations • Make sure that by this point you have spoken with Professor Hind and are ready for the remainder of the semester. |
| Week 10 | <p>Topic: The Bilingual Advantage Debate continued + Education</p> <ol style="list-style-type: none"> 1. 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. Here, we will introduce key concepts and findings from the controversial Bilingual Advantage hypothesis. <ul style="list-style-type: none"> • On Thursday, we will consider education. Case studies bring nuance to the abstractions, and we will consider actual students who struggle to find their footing in English-centric classrooms in Ohio, as well as the deliberately English-decentered classroom of a dual language immersion program in Utah? The class will reflect on understudied forms of bilingualism and the case of underprivileged and (possibly) overprivileged students. We will also begin to prepare for the prompt-based paper. A chapter on students in the US classroom meant to teach them English (19 pages, including charts). • The conclusions from a study on Dual Language Immersion in Mandarin (6 pages) 2. Required Readings/Works: Students may begin their preparation with a 50-second video featuring the key researcher in the field of the bilingual advantage. We will consider 33 pages of an influential article, "Bilingual Minds," plus short pieces in the popular press that cover the controversy over this research (total 6 pages). <ul style="list-style-type: none"> • Assignment: Prepare your stance on the bilingual advantage, using support from the assigned readings, before class. Be prepared to consider your classmates' opinions. How might opinions in one direction or another be self-serving? Also, consider what you know of educational differences among students as sorted by ESL and DLI differences. How do the readings support or contradict your impression of or experience with this language in the US classroom? |

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| Tuesday October 21 | <ul style="list-style-type: none"> • Before class, watch 51 seconds of Ellen Bialystok talking about a possible bilingual difference in infants' brains. https://www.youtube.com/watch?v=3VGkrYYD8TI • First, we will discuss the academic article by Ellen Bialystok, Fergus I. M. Craik, David W. Green, and Tamar H. Gollan. "Bilingual Minds." <i>Psychological Science</i>, vol. 10, no. 3, 2009, pp. 89-129. https://www.researchgate.net/publication/228623314_Bilingual_Minds (stop reading on page 121: 33 pages) • Students may prefer to tackle this subject first from the controversy as covered in the popular press. We will also consider this controversy by way of two short journalistic pieces on the debates over bilingual advantage: • Yudhijit Bhattacharjee, "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 (1 page) • Ed Yong, "The Bitter Fight Over the Benefits of Bilingualism." <i>The Atlantic</i>. https://www.theatlantic.com/science/archive/2016/02/the-battle-over-bilingualism/462114/ (5 pages) <ul style="list-style-type: none"> • Class Discussion: <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. What are the implications for society and public policy if bilingualism provides potential health benefits? 4. How is the bilingual advantage presented in the popular press? Why? 5. Taking into account the bilingual advantage, how might it affect your opinion on the following...? <ul style="list-style-type: none"> ○ Should all parents have the right to demand dual language programs, etc, rather than monolingual education? (Or just some parents/programs/languages? Which ones?) ○ Should Florida require all K-12 students to learn a second language? (Or just some students? Which ones?) ○ Compare policies in Florida with those of another US state or country studied thus far or familiar to you from personal experience. ○ Consider the different motivations for learning more than one language and the types of classrooms this motivation can provoke. ○ Come up with better questions than these for your peers. What should we discuss, based on our readings so far and your experiences? |
| Thursday October 23 | <ul style="list-style-type: none"> • First, we will discuss the matter of an accent as discussed in "Having an Accent in a Language," from the book <i>Bilingual: Life and Reality</i> by François Grosjean, pp. 77-84. (7 pages) • We will discuss two sections on student trajectories as sketched in Brian David |

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| | <p>Seilstad's "'Low' students: Those with Both Home Language Literacy and Prior Educational Issues" and "English-centric Assessments and Results: Invisible, Dramatic and Debatable Growth." In <i>Educating Adolescent Newcomers in the Superdiverse Midwest: Multilingual Students in English-centric Contexts</i>. 2021. pp. 121-140. (19 pages, including charts).</p> <ul style="list-style-type: none"> ○ Here, we read the sections "'Low' students" and "English-centric Assessments and Results" from a book on high schoolers in the superdiverse Midwest of the US. "Salah" and "Mateo" interact with faculty at a high school, as well as the researcher, and give us an opportunity to take field notes on the difficulties of the English-language classroom. ● Finally, we will discuss the conclusions regarding Dual Language Immersion in Mandarin for students in Utah reached by Ko-Yin Sung and Hsiao-Mei Tsai, "Conclusions," In <i>Mandarin Chinese Dual Language Immersion Programs</i>. 2019. pp. 66-72. (6 pages). ● Class discussion <ol style="list-style-type: none"> 1. How would you improve the classroom experience for Salah or Mateo? What do you think of their academic predicaments? (Do you know someone who struggles similarly? Do you identify as one of these struggling students?) 2. What do you think about Dual Language Immersion programs, now that you are in week 12 of the course? Has your viewpoint shifted over the course of the semester? How so? 3. What do you make of the conflict between parents of children in the DLI program and those whose children are <i>not</i> in the program and yet attend the same school? 4. How might the DLI model flip the matter of privilege that the ESOL classroom may tend to foster? (How might DLI continue this inequity?) |
| Week 11 | <ul style="list-style-type: none"> ● Topic: Code-Switching and Case Studies of the Classroom ● Summary: <i>Code-switching</i> (the intentional switching between languages that occurs in bilingual conversation) is possibly the ultimate bilingual skill? (Or not?) Bilinguals in the presence of other bilinguals will often engage in a bilingual speech act known technically as <i>code-switching</i>, a practice we will study in scholarly depth. ● On Thursday, we will visit the Harn Art Museum. This visit cannot be made up. The artworks will be pulled from the collection just for our class and only for the duration of our visit. ● If we have time, we will once again consider translanguaging, this time in the context of a classroom in South Africa. ● Required Readings/Works: <ul style="list-style-type: none"> ● An Introduction to <i>Code-switching</i> (19 pages) ● An article "Toward a Typology of Code-Switching" (35 pages, including notes, sources) ● An article on multilingual classrooms in South Africa, "Translanguaging Practices" (15 pages). |

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| | <ul style="list-style-type: none"> • Assignment: Complete the final step in the research project: Turn in your final version of the analytic research paper. Take into account feedback given for your oral presentation and for your first draft. Your analysis must connect the topic in some way to your personal experience. For full credit, the final version must cite peer-reviewed research in proper format. The final version must show significant evolution from the first draft. [1,000-1,200 words] |
| <p>Tuesday October 28</p> | <ul style="list-style-type: none"> • First, we will discuss Penelope Gardner-Chloros's "Introduction" to <i>Code-switching</i>. pp. 1-19. (19 pages) • Then, we will examine Shana Poplack's "Sometimes I'll Start a Sentence in Spanish <i>y termino en español</i>: Toward a Typology of Code-Switching." <i>The Bilingualism Reader</i>, pp. 221-256. (35 pages) • Turn in the final version of the analytic research paper. [1,000-1,200 words] • Class Discussion: <ol style="list-style-type: none"> 1. Do the readings on code-switching agree with one another? How so? 2. What surprises you about the academic thought on code-switching? Why? 3. What prompts would be interesting to answer for the prompt-based paper? |
| <p>Thursday October 30 We meet at the Harn Art Museum</p> | <p>Visit to the Harn Art Museum</p> <p>Note that you may need to answer questions on a Readiness Assessment about one or more artworks in the collection. Take notes. Take photos. Ask questions.</p> <p>We may discuss an article on multilingual classrooms in South Africa by Leketi Makalela, "Translanguaging Practices in a South African Institution of Higher Learning: A Case of Ubuntu Multilingual Return." In <i>Translanguaging in Higher Education: Beyond Monolingual Ideologies</i>. 2017. 11-28. (stop reading on p. 26, after finishing the conclusion: 15 pages).</p> <ol style="list-style-type: none"> 1. What will you write about if a readiness assessment asks you to think about the visit to the Harn Museum? 2. How does the classroom in South Africa with the translanguaging practice differ from your experience of the US classroom? Any similarities? What do you think of the South African style? |
| <p>Week 12</p> | <p>Topics: Bimodal Bilingualism and The Faces of English</p> <ul style="list-style-type: none"> • Summary: When we think of bilingualism, the general public lands on an idealized concept of <i>balanced bilingualism</i>. Under that concept, in order to count as bilingual, individuals should either be a) <i>equally</i> fluent in each language or b) 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 |

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| | <p>language). We will consider the case of the children of deaf adults (Coda) through video of brothers who remind us that theory is one thing, praxis another (3 min 23 sec). We will also look at other analyses of English, including Black English.</p> <ul style="list-style-type: none"> • Required Readings/Works: <ol style="list-style-type: none"> 1. A video by the sons of deaf people: https://www.youtube.com/watch?v=puQ-D89Nc7g (3 min 23 sec) 2. If interested, students can watch a second video by the Coda Brothers on their childhood experience with speech therapy. https://www.youtube.com/watch?v=D0U76jGo65A (4 min 33 sec) 3. An article on hearing adults from Deaf families (42 pages, including sources, notes) 4. An article on “Bimodal bilingualism” (18 pages) 5. John H. McWhorter’s “The Faces of English,” (43 pages, large print). 6. We will also consider April Baker-Bell’s “Black Language Artifact 3: Study of the Grammatical and Rhetorical Features of Black Language,” (19 pages, though some are simply graphics) <p>Assignment: Turn in the draft of the prompt-based paper. [750-900 words]</p> |
| Tuesday Nov. 4 | <ol style="list-style-type: none"> 1. First, will watch a humorous video by the sons of deaf people and think about <i>Coda voice</i>. https://www.youtube.com/watch?v=puQ-D89Nc7g (3 min 23 sec) Coda brothers give an illustration of coda talk (high mixture of code-blending, code-switching, and transfer from ASL onto English). <ul style="list-style-type: none"> ○ If interested, students can watch a second video by the Coda Brothers on their childhood experience with speech therapy. https://www.youtube.com/watch?v=D0U76jGo65A (4 min 33 sec) 2. Next, we will discuss “Orange eyes: Bimodal bilingualism in hearing adults from Deaf families” by Michele Bishop and Sheery Hicks, from the journal <i>Sign Language Studies</i>, pp. 188-230. (42 pages, including sources, notes) 3. Then, we will examine “Bimodal bilingualism” by K. Emmorey, H.B. Borinstein, R. Thompson and T.H. Gollan. <i>Bilingualism: Language and Cognition</i>, pp. 43-61. (18 pages) <ul style="list-style-type: none"> • Class Discussion: <ol style="list-style-type: none"> 1. What have you learned about bimodal bilingualism? Why does this field matter to our class? 2. How does examining understudied forms of bilingualism change our preconceptions of who is a bi/multilingual speaker? 3. What do you make of Coda talk? 4. How might these various forms of bilingualism be perceived by people who do not share the same identities? 5. How is the Coda brothers’ video different from the <i>Saturday Night Live</i> sketch that we previously discussed in class? Similar? |

| Week | Topics, Homework, and Assignments |
|-----------------------------------|--|
| <p>Thursday Nov. 6</p> | <ul style="list-style-type: none"> • If we haven't already, we may take a Readiness Assessment today that includes thought on the Harn Art Museum visit. Be prepared please. • The draft of the prompt-based paper is due today. • First, we will discuss John H. McWhorter's "The Faces of English," In the book <i>Words on the Move: Why English Won't and Can't Sit Still (Like, Literally)</i>, pp. 11-54. (43 pages, large print). • We will also consider April Baker-Bell's "Black Language Artifact 3: Study of the Grammatical and Rhetorical Features of Black Language," In the book <i>Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy</i>. pp. 72-92. (stop reading at p. 90. 19 pages, though some are simply graphics) • Class Discussion: <ol style="list-style-type: none"> 1. Which reading did you like better? Why? 2. What is FACE, according to McWhorter? 3. What did you learn about African-American English in McWhorter's brief summary? 4. How did April Baker Bell's text expand on McWhorter's introduction to Black English? 5. What do you make of the ways linguists study US Black English? 6. Does knowing the study of Black English improve your understanding of your own forms of English? How so? <p>OPPORTUNITY FOR INDIVIDUAL CHOICE: If students are interested, they may also choose to watch before class a video of April Baker-Bell announcing the publication of a book and how it stems from her personal and scholarly questions about English in the classroom: "Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy." (5 min). https://www.youtube.com/watch?v=BmbzPzip4Fs</p> <p>If curious, students can watch John McWhorter give a lecture on his book <i>Words on the Move</i> (48 min): https://www.youtube.com/watch?v=-uEILtC73BY</p> <p>Students may also wish to access a bonus activity, located in Course Reserves:</p> <p>Baker-Bell, April. Language Activity. <i>Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy</i>. Routledge, 2020. pp. 119-120.</p> |
| <p>Week 13</p> | <p>Topic: Language Brokering</p> <p>Summary: <i>Language brokering</i> is the behavior that immigrant or second-generation children often engage in as interpreters for their families, performing in complex, target-adult situations such as legal or health issues.</p> <p>Required Readings/Works: We will discuss an article by Morales and Hanson on children who serve as language brokers (29 pages).</p> |

| Week | Topics, Homework, and Assignments |
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| Tuesday Nov. 11 | No class. Holiday. |
| Thursday Nov. 13 | <ul style="list-style-type: none"> • We will discuss the article by Alejandro Morales, and William E. Hanson. "Language Brokering: An Integrative Review of the Literature." <i>Hispanic Journal of Behavioral Sciences</i>, 2005, pp. 471-503. (read only to the conclusion on p. 500: 29 pages). • Class Discussion <ol style="list-style-type: none"> 1. What pressures or burdens does interpretation for one's family place on the child? 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)? <p>Sign up today for the date when you will give the oral presentation of your prompt-based paper.</p> |
| Week 14 | <p>Topic: Language Policies, Literacies, and Power</p> <p>Summary: Language policy is a set of legal or community-based guidelines on what language or languages must be used in various concepts. Returning to our readings on translation AI tools, how might we consider the intersection of these guidelines with changes in technology? Not all languages or speakers have equal access to literacy, and not all cultures place equal importance on literacy. Contemporary language technology has made some aspects of reading and writing easier, with technologies like speech recognition and machine translation. We will revisit the topic. Students will also give a three-minute oral presentation on the direction and the quotations that they think they may use for their prompt-based paper. Depending on class size, we may need to adjust the discussion goals so that all student presentations are covered.</p> <ul style="list-style-type: none"> • Required Readings/Works: <ol style="list-style-type: none"> 1. Harold Schiffman, Chapter 1. "Introduction: Language policy and linguistic culture." (25 pages) 2. Kaplan, the article "Linguistic capitalism and algorithmic mediation." (7 pages) • Assignment: Prepare the materials that will support the in-class prompt-based paper. Upload the file for the oral presentation on the ideas and quotations your prompt-based paper may require. |

| Week | Topics, Homework, and Assignments |
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| Tuesday Nov. 18 | <ul style="list-style-type: none"> • First, we will examine, Harold Schiffman, Chapter 1. "Introduction: Language policy and linguistic culture." <i>Linguistic Culture and Language Policy</i>, Routledge, pp. 1-25. (25 pages) • Next, we will discuss Frédéric Kaplan. "Linguistic capitalism and algorithmic mediation." <i>Representations</i>, vol. 127, no. 1, 2014, pp. 57-63. (7 pages) • Finally, we will begin to listen to oral presentations on the prompt-based paper. • Class Discussion: <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 diglossic v. bilingual? 4. What promises does technology hold for literacy? 5. In what ways does technology tend to reinforce existing language inequalities? 6. What is algorithmic bias in language technology? How can it be avoided? |
| Thursday Nov. 20 | Students continue to give their 3-minute oral presentations on their prompt-based paper today. |
| Week 15 | <p>Topic: Language Politics, Plus Wrapping Up and Showing Off</p> <p>Summary: What have we learned about language politics? We will wrap up the semester with a final reading on the subject of multilingualism and classifications of language policy.</p> <ul style="list-style-type: none"> • Required Readings/Works: <ol style="list-style-type: none"> 1. Schiffman, Chapter 2: "Typologies of Multilingualism and Typologies of Language Policy." pp. 26-54. (29 pages) <p>Assignment: Turn in the final draft of your prompt-based paper. [1,000-1,200 words]</p> |
| Tuesday Dec. 2 | <ul style="list-style-type: none"> • Harold Schiffman, Chapter 2: "Typologies of Multilingualism and Typologies of Language Policy." <i>Linguistic Culture and Language Policy</i>. Routledge. (29 pages) • Class Discussion: <ol style="list-style-type: none"> 1. How does a history of colonialism continue to influence modern language policy? 2. How do language rights fit into the larger question of human rights? 3. What are different reading and writing practices and cultures around the world? 4. How do members of a society have variable access to literacy? 5. How is literacy and lack of written materials linked to language endangerment? 6. What did you learn this semester? 7. What should future students read from our list? |

| Week | Topics, Homework, and Assignments |
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| | <p>8. What topics would you add?</p> <p>Bring a laptop to class so that you can fill out the evaluation of the course, please.</p> |

Articles, Book Chapters, Selections from Books

- A. Gil, **Yásnaya Elena**. “The Censoring of Babel,” “The Ringing of Bells: Two Encounters with the Language of the Other,” “Habits of Speech.” *This Mouth Is Mine*. Translated by Ellen Jones. Charco P, 2020. pp. 25-36. (much less than 10 full pages, owing to formatting.)
- A. Gil, **Yásnaya Elena**. “Indigenous Literature Does Not Exist,” “Hahahatl: No Laughing Matter?”, “You’re So Splenda, I’m All Panela...” *This Mouth is Mine*, translated by Ellen Jones. pp. 51-61. (much less than 10 full pages, owing to formatting.)
- Baker-Bell**, April. “Black Language Artifact 3: Study of the Grammatical and Rhetorical Features of Black Language.” *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. Routledge, 2020. pp. 72-92. (stop reading at p. 90. 19 pages, though some are simply graphics)
- Bhattacharjee**, Yudhijit. “Why Bilinguals Are Smarter.” *The New York Times*, 17 March 2012. p. SR12. <https://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html> (1 page)
- Bialystok**, Ellen, Fergus I. M. Craik, David W. Green, and Tamar H. Gollan. “Bilingual Minds.” *Psychological Science in the Public Interest*, vol. 10, no. 3, 2009, pp. 89-129. https://www.researchgate.net/publication/228623314_Bilingual_Minds (stop reading on page 121: 33 pages)
- Bishop**, Michele and Sheery Hicks. “Orange eyes: Bimodal bilingualism in hearing adults from Deaf families.” *Sign Language Studies*, vol. 5, no. 2 (2005), pp. 188-230. (42 pages, including sources, notes)
- Böhm**, Manuela. “The Tyranny of Orthography: Multilingualism and Frenchification at Primary Schools in Late-Nineteenth-Century France.” *Tyranny of Writing: Ideologies of the Written Word*. Edited by Constanze Weth and Kasper Juffermans. Bloomsbury, 2018, pp. 63-80. (only 15 pages, as the last two pages are bibliography.)
- Bybee**, Eric Ruiz, Hendersen, Kathryn I, and Hinojosa, Roel V. “An Overview of US Bilingual Education: Historical Roots, Legal Battles, and Recent Trends.” *Texas Education Review*, vol 2, no. 2 (2014), pp. 138-146 (read content to conclusion only, p. 142: 4.5 pages)
- Campbell-Montalvo**, Rebecca. “Linguistic Re-Formation in Florida Heartland Schools: School Erasures of Indigenous Latino Languages.” *American Educational Research Journal*, Vol 58, No. 1 (2020), pp. 32-67. (Read only if the topic is of interest; 30 pages of text.)
- Castro**, Sofia, Wodniecka, Zofia and Timmer, Kalinka. “Am I Truly Monolingual? Exploring Foreign Language Experiences in Monolinguals.” *PLoS One*, vol. 17, no. 3 (2022), pp. 1-19. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0265563> (stop reading/skimming after the conclusions end at the top of page 16: 16 pages)
- Coady**, Maria. “Origin of the Experiment.” *The Coral Way Bilingual Program*, 2019, pp. 19-43. (stop at p. 41: 22 pages)
- Emmorey**, Karen, Helsa B. Borinstein, Robin Thompson, and Tamar H. Gollan. “Bimodal bilingualism.” *Bilingualism: Language and Cognition*, vol. 11, no. 1 (2008), pp. 43-61. (18 pages)
- Erdrich**, Louise. “Two Languages in Mind, But Just One in the Heart.” *Writers on Writing. The New York Times*. May 22, 2000. <https://archive.nytimes.com/www.nytimes.com/library/books/052200erdrich-writing.html?scp=1&sq=%22Two%20languages%20in%20mind%22&st=cse> (2 pages).
- Fishman**, Joshua A.. “Language and Ethnicity: the View from Within.” *The Handbook of Sociolinguistics*. Edited by Florian Coulmas. Blackwell, 1997. pp. 327-343 (stop at page 231, skipping appendices: 9 pages)
- Gardner-Chloros**, Penelope. “Introduction.” *Code-switching*. Cambridge UP, 2009, pp. 1-19. (19 pages)
- Giang**, Ivana Tú Nhi and Park, Maki. “Florida’s Dual Language Learners: Key Characteristics and Considerations for Early Childhood Programs.” *Migration Policy Institute. National Center on Immigration Integration Policy*. October 2022, pp. 1-8.

- https://www.migrationpolicy.org/sites/default/files/publications/mpi-nciip_dll-fact-sheet2022_fl-final.pdf (stop reading at page 4: 3.5 pages)
- Gordin**, Michael D. “Anglophonia.” *Scientific Babel: How Science Was Done Before and After Global English*. U of Chicago P, 2015, pp. 293-315. (22 pages).
- Grosjean**, François. “Bilingualism: A Short Introduction.” *The Psycholinguistics of Bilingualism*. Edited by François Grosjean and Ping Li. Wiley-Blackwell, 2013, pp. 5-25. (20 pages)
- Grosjean**, François. “Having an Accent in a Language.” *Bilingual: Life and Reality*. Harvard UP, 2010. pp. 77-84. (7 pages)
- Gutfreund, Zevi**. “Immigrant Education and Race: Alternative Approaches to ‘Americanization’ in Los Angeles, 1910-1940.” *History of Education Quarterly*, vol. 57, no. 1 (2017), pp. 1-38.
<https://www.jstor.org/stable/26356198?seq=2> (37 pages)
- Hamm-Rodríguez**, Molly and Sambolín Morales, Astrid. “(Re)Producing Insecurity for Puerto Rican Students in Florida Schools: A Raciolinguistic Perspective on English-Only Policies.” *Centro Journal*, vol. 33, no. 1 (2021), pp. 112-131.
https://www.researchgate.net/publication/352413594_ReProducing_Insecurity_for_Puerto_Rican_Students_in_Florida_Schools_A_Raciolinguistic_Perspective_on_English-Only_Policies (content ends on p. 128: 16 pages).
- He**, Agnes Weiyun. “The Heart of Heritage: Sociocultural Dimensions of Heritage Language Learning.” *Annual Review of Applied Linguistics*, vol. 30, 2010, pp. 66-82 (stop reading on page 78: 12 pages).
- Hinton**, Leanne. “Language Revitalization and Language Pedagogy: New Teaching and Learning Strategies.” *Language and Education*, vol. 25, no. 4 (2011), pp. 307-318.
https://www.researchgate.net/publication/232941767_Language_revitalization_and_language_pedagogy_New_teaching_and_learning_strategies (11 pages)
- Kaplan**, Frédéric. “Linguistic capitalism and algorithmic mediation.” *Representations*, vol. 127, no. 1, (2014), pp. 57-63.
https://www.researchgate.net/publication/271899710_Linguistic_Capitalism_and_Algorithmic_Mediation (7 pages)
- Kiaer**, Jieun. “Opening Words” *Whose Language is English?* Yale UP, 2024. pp. 1-4 (3.5 pages)
- Kiaer**, Jieun. “Words from the Silk Road and Beyond.” *Whose Language is English?* Yale UP, 2024. pp. 94-103 (owing to formatting, actually about 9 pages)
- Lahiri**, Jhumpa. “The Renunciation,” “Reading with a Dictionary,” “Gathering Words,” “The Diary.” *In Other Words*. Translation by Ann Goldstein. Alfred A. Knopf, 2016, pp. 35-59. (Only 13 pages if students skip the Italian text.)
- Luiselli**, Valeria. Chapter 3, “Home.” *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House P, 2017, pp. 55-90. (35; some pages have only lists of short statements.) (Curious minds can read the entire book; it’s not long.)
- Optional: Luu**, Chi. “Black English Matters.” *Lingua Obscura. J-Stor Daily* 12 February 2020.
<https://daily.jstor.org/black-english-matters/> (2 pages)
- Makalela**, Leketi. “Translanguaging Practices in a South African Institution of Higher Learning: A Case of Ubuntu Multilingual Return.” *Translanguaging in Higher Education: Beyond Monolingual Ideologies*. Edited by Catherine M. Mazak and Kevin S. Carroll. Multilingual Matters, 2017. pp. 11-28. (stop reading on p. 26, after finishing the conclusion: 15 pages).
- McWhorter**, John H. “The Faces of English.” *Words on the Move: Why English Won’t and Can’t Sit Still (Like, Literally)*. Henry Holt and Company, 2016. pp. 11-54. (43 pages, large print).
- Morales**, Alejandro and William E. Hanson. “Language Brokering: An Integrative Review of the Literature.” *Hispanic Journal of Behavioral Sciences*, vol. 27, no. 4 (2005), pp. 471-503. (read only to the conclusion on p. 500: 29 pages).
- Optional: Neeley**, Tsedal. “Global Business Speaks English.” *Harvard Business Review*, vol. 90, no. 5 (May 2012), pp. 116-124. (16 pages with large margins and images).

- Poplack**, Shana. “Sometimes I’ll Start a Sentence in Spanish *y termino en español*: Toward a Typology of Code-Switching.” *The Bilingualism Reader*. Edited by Li Wei. Routledge, 2000. pp. 221-256. (35 pages)
- Reagan**, Timothy and Osborn, Terry A. “Time for a Paradigm Shift in U.S. Foreign Language Education? Revisiting Rationales, Evidence, and Outcomes.” *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages*. Routledge, 2019. pp. 73-110. (skip the sections on Globalization and Paradigms, pp. 84-90; stop reading after the conclusion ends at the top of page 100.) (about 20 pages, which include large charts)
- Roos**, Avraham J. “The Experiment.” *Computer-Assisted Literary Translation*. Edited by Andrew Rothwell, Andy Way, and Roy Youdale. Routledge, 2024. pp. 237-257 (fewer than 19 pages, given graphics).
- Rothwell**, Andrew, Joss Moorkens, María Fernández-Parra, Joanna Drugan, and Frank Austermeuhl. Glossary. *Translation Tools and Technologies*. Routledge, 2023. pp. x-xxii. (12.5 pages)
- Salomone**, Rosemary. “The ‘New Scramble’ for Africa.” *The Rise of English: Global Politics and the Power of Language*. Oxford UP, 2022. pp. 137-163. (26 pages)
- Optional: Salomone**, Rosemary. “A Revolution in the Making.” *The Rise of English: Global Politics and the Power of Language*. Oxford UP, 2022. pp. 307-333. (26 pages)
- Schiffman**, Harold. Chapter 1. “Introduction: Language Policy and Linguistic Culture.” *Linguistic Culture and Language Policy*. Routledge, 1998. pp. 1-25. (25 pages)
- Schiffman**, Harold. Chapter 2. “Typologies of Multilingualism and Typologies of Language Policy.” *Linguistic Culture and Language Policy*. Routledge, 1998. pp. 26-54. (29 pages)
- Seilstad**, Brian David. “‘Low’ students: Those with Both Home Language Literacy and Prior Educational Issues” and “English-centric Assessments and Results: Invisible, Dramatic and Debatable Growth.” *Educating Adolescent Newcomers in the Superdiverse Midwest: Multilingual Students in English-centric Contexts*. Multilingual Matters, 2021. pp. 121-140. (19 pages, including charts).
- Sung**, Ko-Yin and Hsiao-Mei Tsai, “Conclusions.” *Mandarin Chinese Dual Language Immersion Programs*. Multilingual Matters, 2019. pp. 66-72. (6 pages).
- “The Systemic Breeding of Multilingualism.” *The Yale Wave*. 5 December 2021.
<https://campuspress.yale.edu/wave/the-systemic-breeding-of-multilingualism/> (2 pages)
- Werker**, Janet F. and Krista Byers-Heinlein. “Bilingualism in Infancy: First Steps in Perception and Comprehension.” *Trends in Cognitive Sciences*, vol. 12, no. 4 (2008), pp. 144-151. (7 pages)
- Yong**, Ed. “The Bitter Fight Over the Benefits of Bilingualism.” *The Atlantic*. 10 February 2016.
<https://www.theatlantic.com/science/archive/2016/02/the-battle-over-bilingualism/462114/> (5 pages)

Websites

Florida Association for Bilingual Education: <https://fabefl.org>
 Florida state constitution: <https://www.flsenate.gov/laws/constitution>

Videos

- “**Bilingual** and Monolingual Baby Brains Differ in Response to Language.” UW I-Labs.” 18 April 2016. https://www.youtube.com/watch?v=N7Gn_ImK4_Y (3 min)
- “**Bilingual** Infants : The Psychology of Bilingualism: A Conversation with Ellen Bialystok.” Ideas Roadshow. 18 February 2025 <https://www.youtube.com/watch?v=3VGkrYYD8TI> (51 seconds.)
- “**Challenges** Heritage Learners Face.” Babel. 2 May 2024.
<https://www.youtube.com/watch?v=DRGEWIWOYLo> (7 min 33 seconds)

- “**Clarifying** Translanguaging and Deconstructing Named Languages...” Dr. Mike Mena. 12 September, 2020. <https://www.youtube.com/watch?v=Xv6cXSna4RY> (14 min)
- “**Coda** Brothers: Coda Voice.” CODA Brothers.” 15 October 2007. <https://www.youtube.com/watch?v=puQ-D89Nc7g> (3 min 23 sec)
- “**Coda** Brothers: Speech Therapy.” CODA Brothers.” 1 March 2013. <https://www.youtube.com/watch?v=D0U76jGo65A> (4 min 33 sec)
- “**French** in Florida; 1562-1566” UF Libraries. 27 January 2016. <https://www.youtube.com/watch?v=evGSGZ7qQdo> (8 min 17 sec)
- “**Linguistic** Justice: Black Language, Literacy, Identity, and Pedagogy.” Black Linguistic Justice. <https://www.youtube.com/watch?v=BmbzPzip4Fs> (5 min).
- **Living** Language: Menominee Language Revitalization: The Ways.” PBS Wisconsin Education. 12 Feb. 2020. <https://www.youtube.com/watch?v=6dOKQFilsAk> (5 min)
- “**Ofelia** García & Li Wei—Translanguaging: Language, Bilingualism and Education (2014).” Dr. Mike Mena. 31 October, 2019. <https://www.youtube.com/watch?v=ybAS3IT6FLc> (12 min)
- “**Operation** Pedro Pan: Departure from Cuba” History Miami Museum. 23 March 2020. <https://www.youtube.com/watch?v=D8ks7Drb84Q> (5 min)
- “**Presentación** de la escuela Coral Way k-8. Miami. 2019.” 6 April 2019. <https://www.youtube.com/watch?v=pAnCEHIAQKI> (8 min)
- “**Spanish** Class,” Saturday Night Live. 16 April 2023. <https://www.youtube.com/watch?v=C25VhUJn038> (5 min)
- “**Tuning** In to Speech Sounds.” Reading Rockets. 16 April 2014. <https://www.youtube.com/watch?v=WvM5bqUsbu8> (2 min 40 seconds)
- “**What** the Bilingual Brain Can Teach Us about Code-Switching.” New York University. 10 Feb 2021. <https://www.youtube.com/watch?v=W48ORvJ7uqM> 2 min 40 seconds.
- “**Words** on the Move. University Place.” PBS Wisconsin. 29 April, 2022. <https://www.youtube.com/watch?v=-uEILtC73BY> (48 min)

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the disciplines that study language, literacy, and multilingualism.*

- Identify, describe, and explain how cross-disciplinary dimensions of language learning, language policies, and language usage, as these subjects underpin scholarly research, shape the pressing issue of how many languages an English-speaker needs. (**Content** SLOs for Quest 1). *Readiness Assessments, Analytical Research Papers, Oral Presentations*
 - Identify, describe, and explain traditions and frameworks of inquiry into language, especially as related to global examples from the twentieth and twenty-first centuries from the classroom to the courtroom and beyond, as well as information derived about the human styles of language learning and machine interpretation (**Content**). *Readiness Assessments, Analytical Research Papers, Oral Presentations*

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the disciplines that study language, literacy, and multilingualism.*

- Critically analyze quantitative or qualitative data appropriate for informing approaches, policies, or praxes that address the important societal challenge of crafting language policy. Students will identify, describe, and explain the language issues, both empirical as studied through statistical and other scientifically approved experimental models, and ethical as gleaned from historical, contemporary, national, and international contexts, that variously inspire and trouble language learning and interpretation efforts in a variety of cultural settings and disciplines, such as interpersonal communication, formal education, the arts, modes of political power, political policy, popular culture, everyday habits, as well as the tools that people in germane fields have devised in order to analyze, improve, carry out, and rethink these same topics. (**Critical Thinking** SLOs for Quest 1) *Readiness Assessments, Analytical Research Papers, Oral Presentations, Essay on personal language experience.*
 - Analyze and evaluate concepts such as language classrooms and language policy, bilingual brains, monolingual and heritage abilities, and more (including ethics of resource use, power and authority, and social justice) (**Critical Thinking**). *Analytical Research Papers, Oral Presentations*

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the disciplines that consider language, literacy, and multilingualism.*

- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important issues and challenges regarding language policy, language learning, and artistic expression. Develop and present ways in which individualistic and collective language interventions reflect survival efforts, counterbalanced in twentieth- and twenty-first-century contexts with economic values and other cultural considerations (**Communication** SLOs for Quest 1). *Readiness Assessments, Analytical Research Papers, Oral Presentations, Essay on caregiving in an artwork at the Harn Museum*
 - Develop and present questions, orally and in writing, about the context of global twentieth- and twenty-first-century multilingual and monolingual practices and the advantages and disadvantages of them, using library resources acknowledged through proper bibliographic formatting (**Communication**). *Analytical Research Papers, Oral Presentations*

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Connect course content with critical reflection on students' intellectual, personal, and professional development at UF and beyond. Students will reflect on how the present debates, the national and international contextual variants, and the history of multilingual and monolingual practices, inform students' understanding of their own lives. (**Connection** SLOs for Quest 1) *Autobiographical Essay, Analytical Research Paper, Oral Presentation*
 - Connect the course content with a personal narrative on language use and heritage. Relate to the materials studied through meaningful critical reflection on intellectual, personal, and professional development at UF and beyond (**Connection**). *Personal*

V. Quest Learning Experiences

1. Details of Experiential Learning Component

The experiential learning component of the Just English? course includes activities that will vary as each semester allows. One component included every semester is a group visit to the Smathers Library. We will meet at the library for class that day. See calendar and instructions. Depending on availability, another component of experiential learning may be guest speakers' visits to class. For students who cannot attend a meeting at the venue outside class, namely Smathers Library, an alternate assignment will be devised, such as a visit to the library arranged outside of the collective plan.

2. Details of Self-Reflection Component

The self-reflection component tasks students with "noticing" efforts that acknowledge the affordances of each individual's linguistic environs and daily habits, as well as personal ideals and hopes, as these register particular language practices. Students will write a *Personal Language Essay* that details some of these ideas and experiences, and they will include such reflections in the final *Analytical Research Paper* as well as the final *Oral Presentation* on said paper. This self-reflection will reckon, individually, with what each student thinks, why they think it, and what the implications of those thoughts entail for themselves and others. They will be encouraged to reflect on the implications of this thinking for others. *Participation* in class will provide practice for these more extensive, written assignments of self-reflection.