

IDS 2935(section 1JH1) Class number: 15724

**JUST ENGLISH?**

*Monday, Wednesday, Friday, Period 7, 1:55-2:45 pm*  
*Turlington 2303*

Conveners: George Aaron Broadwell, Anthropology (co-convener); Emily Hind, Spanish; (co-convener); Maria Coady, Education; Hélène Huet, Smathers Libraries; Kenneth Kidd, English; Jorge Valdés Kroff, Spanish

**INSTRUCTOR INFORMATION**

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**COURSE GOALS AND OBJECTIVES**

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

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

Of course, we don't know what you'll think about "Just English?" by the end of the semester (We're excited to find out!), and we hope that you will reflect on our use of the term *just* throughout the semester. No matter how you evolve as an intellectual over the following months, we promise that by the end of the course, you will understand new ways to come at research problems, including a **working knowledge of the UF library system** and a successful academic writing style. We want your written expression to be concise, precise, well-organized, well-

researched, and original. Never fear these lofty goals! We'll help you create your arguments in stages.

### General Education Objectives and Learning Outcomes

This course is a humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within humanities disciplines. Again, never fear! The humanities are vastly more interesting than the previous description might lead you to believe. If disciplines housed in the College of Fine Arts, the College of Engineering, and the College of Medicine, for example, are focused on creating, the *humanities* are focused on **critiquing**. If you plan to become a creator (an artist, an engineer, a medical doctor, for example), the humanities offer you a foundation for judicious evaluation of your aims and execution in those professions. We hope you'll find this class to be one of the most interesting of your undergrad career. Throughout the semester, you will learn to identify and analyze the key elements that shape thought on language, which you will use in *all* professions. As we said, our course emphasizes clear and effective expression, logical thinking, and opportunities for original research. Best of all, we will model an interdisciplinary approach; that is, we will approach issues and problems from multiple perspectives.

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

### COURSE MATERIALS

- Recommended purchase for class: *Tell Me How It Ends: An Essay in Forty Questions* by Valeria Luiselli.  
Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House Press, 2017.
- Remember: You don't need to own a Kindle gadget in order to read a digital Kindle copy on your laptop, provided you download the free software. The book is also available on Amazon as an audiobook. Paper copies are sometimes the most pleasurable to read.

FYI: For the ten best books of 2019 *The New York Times* selected Luiselli's novel *Lost Children Archive*, on the same topic as the essay *Tell Me How It Ends*. She also won a MacArthur "Genius" Award in 2019. If you like novels, you may read *Lost Children Archive* and write a paper about it for *Just English?*, our class. Nothing stops you from reading more on any topic. The reading list we chose is merely a beginning.

- Online materials can be accessed through the "Files" portion or the COURSE RESERVES portion of Canvas.

## ASSESSMENT

### Grade Scale and Policies

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

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

D- = 62-60

E = 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### Graded Course Components

- **Attendance and Participation = 9% (Each class period)**
- **Midterm Exam = 15% (Wednesday, February 26)**
- **Final Exam = 20% (Thursday, April 30)**
- **2 Multi-step writing assignments = 36%**
  - **Abstract = 2% (250 words, Wednesday March 11)**
  - **Annotated bibliographies = 8% (two, four sources each)**
    - Annotated bibliography I (four peer-reviewed sources, **Friday, January 31**)
    - Annotated bibliography II (four peer-reviewed sources, **Wednesday, March 18**)
  - **First drafts = 10% (two, each 1,000 words)**
    - First draft of Writing Assignment I (1,000 words, due **Friday, February 7**) (Complete/Incomplete grade)
    - First draft of Writing Assignment I (1,000 words, due **Friday, March 27**) (Complete/Incomplete grade)
  - **Final drafts = 16% (two, each 1,000-1,500 words)**
    - Revised draft of Writing Assignment I (1,000-1,500 words, due **Friday February 17**)
    - Revised draft of Writing Assignment II (1,000-1,500 words, due **Wednesday April 22**)
- **6 Homework/in-class activities = 20%**
  - **Self-reflection, "Where I'm from" / "My language history"** (minimum 500 words, **Friday, January 17**) (Complete/Incomplete grade)
  - **Coral Way Research Paper I** (minimum 500 words, **Friday, January 24**) (Complete/Incomplete grade)
  - **Reflection on Classroom Debate** (one-page minimum, **Monday, March 23**)
  - **Targeted Interview Assignment** (1,000 words, **Wednesday, April 8**)
  - **Comparative Language Policy Assignment** (minimum 500 words, **Monday, April 13**)
  - **Response to Chatino Topic** (300 words minimum, **Friday, April 17**)

## Explanation of Graded Course Components

• **Attendance and Participation = 9% (Each class period)****Absence policy:**

**ALL excused absences are, by definition, excused.**

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

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

**We permit 4 absences without penalty. That's more than a week off from class! Use those absences wisely. Starting with the 5<sup>th</sup> unexcused absence, each absence will subtract 2% from the final grade. You will also receive a zero in participation for unexcused absence days.**

**How will we know if you came to class?**

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

**Rubric for Participation**

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

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

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

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

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

**3 points:** The wallflower. Students will get a middle-of-the-road grade for participation if they are on-time and in-class but does not actively participate. We know that some students are shier than others, but there are many ways to show active engagement. Definitely distracted attention, complete silence even in group activities, and glances at one's smartwatch or smartphone—even when discrete—will not help.

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

**1 point:** Disrespects classmates and fosters incivility.

Here are some examples of uncivil behavior:

- Late arrival causes excessive disturbances, such as talking to others or self while making way to a seat.
- Scrolls on phone or texts during class; or checks social media during class; or looks at coursework for a different class (not ours) on Canvas; or similar distracting activity involving screens. (We reserve the right to ask you to leave if you screen out.)
- If you are wrestling with compulsive behavior related to social media, we recommend that you leave all your devices in storage during class and sit near others who are similarly abstinent.

### **A distraction-free atmosphere serves one and all.**

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

- **Midterm Exam = 15% (Wednesday, February 26)**

The midterm exam covers all materials studied until the date of the exam.

- **Final Exam = 20% (Thursday, April 30)**

The final exam is comprehensive. Material from the first day of class through the last may appear on the exam.

- **2 Multi-step writing assignments = 36%**

**ALL TYPED DOCUMENTS MUST RESPECT THESE STIPULATIONS:**

- “Times New Roman”,
- #12,
- Double spaced,
- One-inch margins.
- MLA style
- NO PDFs. WORD ONLY
- *Titles of Books Use Italics.* “Titles of Articles Use Quotation Marks.”
- Do NOT add extra spaces between paragraphs. [Select All: Home: Paragraph: Before: 0; After: 0]
- Original thought only. Plagiarism will be prosecuted.
- NO enormous headings above the title of the paper. Respect double spacing throughout. Remember to type your name on all assignments.

TWO RULES FOR GOOD WRITING:

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

**Abstract = 2%** (max. 250 words, **Wednesday March 11**)

- In a paragraph explain: **What** is the text you will study? Title? Author? Other relevant identifying markers? **How** will you study this text? What do you aim to show about it?

Name \_\_\_\_\_ Rubric for **abstract**: IDS 2935 /10

	Great	Absent
<b>Typography</b>	2	0
	Times New Roman, 12 pt, double space. One paragraph. Limit: one page	A different font, a different lettering size, or no double spaces. Only one or two sentences or more than a page.
<b>Text for analysis</b>	2	0
	The titles of the text(s) for analysis appear. This textual choice shows some relevance to class. Articles, essays, poems, songs, and the like appear in "quotation marks." Book titles, newspapers, films, albums, and the like appear in <i>italics</i> . The correct author(s) appear.	No named texts for analysis. Or the texts seem irrelevant to the semester plan for this point in the course. Or the punctuation and lettering fails to indicate correctly the title and genre of the work mentioned. Or the wrong author(s) appear.
<b>Aspect for study</b>	2	0
	The element of interest for analysis appears.  The easiest approach to analysis explains how technique supports or opposes the theme.	The point for analysis does not appear. The reader cannot understand from what angle the text(s) will be studied.  Only a plot or thematic summary appears. No attention is paid to the technique or some other analytic angle.
<b>Linguistic coherence</b>	4	0
	Language is precise and concise. Tight organization eliminates filler and gets to the point. Basic verbs and other infelicities avoided (i.e. avoid the passive voice and the verbs to have, to be, to be able to, there is/there are). Flow.	Basic verbs appear. Or the language requires more words than necessary to express the point. Or the language seems imprecise, gratuitously pretentious, or otherwise ambiguous in a way that obscures the point. Or the language proves repetitious. Or choppy. Author appears not to have read the sentences aloud before turning in work.

**Annotated bibliographies (two, four sources each, 8%)****Annotated bibliography I (four peer-reviewed sources, Friday, January 31)**

List source in MLA style, using a hanging indent [Go to Home: Paragraph: Special: Hanging]. After each source and before listing the next source, write a complete sentence or two using precise and concise language that explains (1) what the source is, and (2) whether the source is useful to your project. This annotation activity allows the student to receive credit for research that doesn't wind up in the final essay.

Options for the first research project include: expanding personal narrative, Coral Way digital archive, or Florida Maps Project. Don't like those topics? Review the syllabus. The topic choices are endless.

**Annotated bibliography II (four peer-reviewed sources, Wednesday, March 18)**

Same instructions as the previous annotated bibliography.

Name _____	Rubric for annotated bibliography: <b>IDS 2935</b>		/10
	Great	Absent	
<b>Especificaciones básicas</b>	2	0	
	Times New Roman, 12 pt, double space	A different font, a different lettering size, or no double spaces.	
<b>MLA or APA</b>	2	0	
	MLA or APA bibliographic style used.	Neither MLA nor APA used. Or the style resembles MLA or APA, but misses key formatting points.	
<b>Annotation (aspect one)</b>	2	0	
	The nature of the text receives a brief explanation. (What is it?)	The general content of the text remains unexplained. (The reader has no idea what the text is about.)	
<b>Anotation (aspecto two)</b>	2	0	
	Judgment made regarding whether the text is useful.	No mention appears of whether the text serves the purpose of the proposed analysis.	
<b>Coherencia lingüística</b>	2	0	
	Precise and concise vocabulary. Engaging verbs. No run-on sentences. Tight yet elegant grammar. Flows.	Basic verbs. Or unnecessarily wordy. Or imprecise and ambiguous language. Or pretentious and obscure wording that impedes easy comprehension of the text. Or choppy. Author appears not to have read the sentences aloud before turning in work.	

**First drafts (two, 1,000 words each, 10%)**

- **First draft of Writing Assignment I (1,000 words, due Friday February 7)**  
(Complete/Incomplete grade)
- Ground all arguments in research. Explain them in well-organized, concise, and precise language. To that end, pick your verbs wisely. Although this assignment is graded as



Complete or Incomplete, you may receive a rubric that orients your understanding of how you will be graded for the final version.

Three of the many possible topic options:

### 1. Personal Language History/Narrative

Trace your own family's path between multilingualism and monolingualism (if applicable). For the library research component, make sure you tie the social/political/economic context of your family members' decisions to your paper using citations.

Here are some questions to get you started:

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

### 2. Coral Way Digital Archive research

Identify two events mentioned by interviewees in the Coral Way digital collections archive and use peer-reviewed/library sources to investigate the social/political/historical/economic context of the mentioned events.

### 3. Florida Maps Project

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

#### ○ **First draft of Writing Assignment II (1,000 words, due Friday, March 27)** (Complete/Incomplete grade)

- Analyze your chosen text that, to your mind at least, exemplifies multilingualism. What can you show about it, using the research that you conducted? Help the reader to understand the text through your eyes and in the context of peer-reviewed research. Cite from that chosen text for the benefit of the reader unfamiliar with it. Remember to express your well-organized and well-researched ideas in concise and precise language.

Name \_\_\_\_\_ Rubric for written work: **IDS 2935** /100

	Great	Good	Average	Poor	Absent
	20	18 (17-19)	15 (10-16)	9 (1-9)	0
<b>Analysis</b>	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 around a single thesis or idea.	The thesis is split or unclear; the paper wanders off-topic.	No thesis or focus.
<b>Evidence</b>	30	23-27	15-20	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.
<b>Organization</b>	20	16-18	13-15	7-12	0-7



	Each paragraph is focused and in the proper order. Introduction and conclusion are complementary. Excellent transitions.	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.	Little or no organization.
<b>Language Maturity</b>	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. No <i>ser, estar, haber, poder, tener</i>	The language is clear with complex sentence structure but contains minor grammatical errors. Unnecessary use of <i>ser, estar, haber, poder, tener</i> although only in one or two instances.	Writing is clear, but sentence structures are simple or repetitive; repeated grammatical errors. Problems with personal “a.” Cultural errors distract (lacking the article before a title, etc.)	Grammatical mistakes slightly interfere with the meaning of the paper. Basic and imprecise verbs: <i>ser, estar, poder, tener, haber</i> . Or excessively informal expression.	Frequent and serious grammatical mistakes make the meaning unclear.
<b>Style/Voice</b>	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.
<b>Citations</b>	10	9	7-8	4-6	0
	All evidence is well cited in appropriate format.	All evidence is cited, but with minor format errors.	Good citations but not enough of them.	Some citations but either incomplete or inappropriate.	Almost entirely without citations.

**Final drafts** (two, each 1,000-1,500 words, 16%). See rubric and writing instructions above.

- Revised draft of Writing Assignment I (1,000-1,500 words, due **Friday February 17**) (see rubric and writing rules above)
- Revised draft of Writing Assignment II (1,000-1,500 words, due **Wednesday April 22**) (see rubric and writing rules above)

### **6 Homework/in-class activities** (20%)

- **Self-reflection**, “Where I’m from” / “My language history” (minimum 500 words, Friday, January 17) (Complete/Incomplete grade)
  - For more help, see the document in Course Reserves titled “**Personal Language Journey**”
- **Coral Way Research Paper I** (minimum 500 words, Friday, January 24) (Complete/Incomplete grade)

- Choose 2 oral histories from the digital collection, listen to them, and take notes.
- What do they say about their experiences in the first dual language (two-way immersion) bilingual education program in the US? What can you infer about the linguistic landscape of Florida before, during, and after 1963?
- **Reflection on Classroom Debate** (one-page minimum, Monday, March 23)
  - In class you were assigned to a pro-side, con-side, or as the impartial juror. How difficult was this random assignment? did you assignment conflict with your own (informed) personal beliefs?
  - If you were arguing a position, were there any arguments from the other side that were particularly strong? What was your side's strongest argument? What was your side's weakest argument?
  - If you were assigned to be an impartial juror. Which side, in your opinion, presented the stronger case? Why? What could have strengthened the other side's position? Did you flip considerations for who was the stronger team during the debate?
- **Targeted Interview Assignment** (1,000 words, Wednesday, April 8)
  - At least some number of students will fit the bill of being language brokers for your families or potentially you will be related to or know someone who has been a language broker. Conduct a targeted interview on a language broker's experiences growing up. The turned-in assignment should include transcriptions of portions of the conversation as well as a critical assessment of the language broker's experiences.
- **Comparative Language Policy Assignment** (750 words minimum, Monday, April 13)
  - Use library and research skills to identify language policies of 2 countries in more detail (e.g. US, Canada, India, South Africa, Mexico).
  - Consider language policy at the national/regional/local level. How much control can local communities exercise even within large nation-states? What are the official stats for multilingualism or presence of minority languages for your selected countries?
  - Remember to cite your sources.
- **Response to Chatino Topic** (300 words minimum, Friday, April 17).
  - **Pick one and write a response:**
    1. List three topics that should be available in Chatino-language books for children.
    2. List three Wikipedia subjects that should be made available immediately in Chatino.
    3. List the top three alternative mediums, aside from a print children's book, that should be issued/created in Chatino.

## CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

DATE	READING/ASSIGNMENTS <small>(to be discussed that day)</small>  Reading assignment to be read at least once <i>before</i> class	Homework for <i>today</i> (This column does <i>NOT</i> include the reading for <i>today</i> .)
Week 1:	My Language History (Jan 6, Jan 8, Jan 10)	
	<b>The reading assignments in this class become more difficult as the weeks progress. Use your study time at the beginning of the semester to get ahead in your reading. Take notes! Remember: these readings are <i>interesting</i>. Furthermore, UF Gators are privileged to know to how find the excerpted readings on Canvas and to have access to the full texts. Some people can only dream of laying eyes on the words that we have selected for you to study.</b>	
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 both at different time points and locations. This week will be dedicated to (re)discovering our linguistic heritage.	
M. Jan 6	Introduction, go over syllabus 1. How do multilinguals and monolinguals experience and use language? In what ways do we describe our experiences with language? 2. How do you personally experience language and language use?	How many contact emails/phone numbers for other students do you need in class to be successful? Group chat? Get started on those social connections.
W. Jan 8	Emily away. Who is a multilingual? What is language? Kit Yuen Quan, “The Girl Who Wouldn’t Sing” pp. 13-21. (from the anthology <i>Tongue Tied</i> ) [In Course Reserves on Canvas.]	Plan your time. Get a calendar. Write the due dates in it. Plan your office visits. Note when class is scheduled outside of Turlington. Locate the readings for class. Locate the libraries. Locate professors’ offices.

DATE	READING/ASSIGNMENTS <small>(to be discussed that day)</small> <b>Reading assignment to be read at least once <i>before</i> class</b>	<b>Homework for today</b> <b>(This column does NOT include the reading for today.)</b>
F. Jan 10	Emily away. Discuss <i>Coral Way Bilingual Program</i> Maria R. Coady. “Origin of the Experiment.” <i>The Coral Way Bilingual Program</i> (19-43) [In Course Reserves on Canvas.]	Reconsider your time management plan. <b>When</b> will you do the readings for class (day, time)? <b>Where?</b> <b>How</b> (and when) will you study for the exams? <b>When</b> will you do the writing assignments? Do you know when they are due? Did you buy Luiselli’s book?
<b>Week2:</b>	<b>My Education History (Guest lecture by Dr. Coady) (Jan 13, Jan 15, Jan 17)</b>	
Summary :	<i>Language policy and planning</i> is a process of determining what language(s) are used in society and for what purpose(s).	
M. Jan 13	Teach the teacher day. Students readout to Dr. Hind of last week’s course discussion. Rhina Espillat, “Translation” (poem) (from the anthology <i>Tongue Tied</i> ) [In Course Reserves on Canvas.]  “My language history” essay. Share your ideas in groups. Which themes emerge from your group readings?	<b>Start self-reflection “Where I’m from” with a language focus (500 words):</b> Write at least 2 paragraphs of your “My language history” reflection at home, then bring into class.  For more help, see the document in Course Reserves titled “ <b>Personal Language Journey</b> ”
W. Jan 15	Speed dating review activity for Kit Yuen Quan, “The Girl Who Wouldn’t Sing,” and Rhina Espillat, “Translation” (poem) [In Course Reserves]  Student presentation of “Where I’m from (linguistically)” activity.	

DATE	READING/ASSIGNMENTS <small>(to be discussed that day)</small> <b>Reading assignment to be read at least once <i>before</i> class</b>	<b>Homework for today</b> (This column does <b>NOT</b> include the reading for today.)
F. Jan 17	<p>Dr. Maria Coady visits. Discusses language policy and planning, Coral Way Oral History Project. Note: Coral Way assignment due next week Friday. How is language use (in)just?</p> <p>Maxine Hong Kingston. "Finding a Voice". In <i>Language and Personal Identity</i>. pp. 13-18. [In Course Reserves on Canvas.]</p>	<p><b>Due: self-reflection "My language history": (min. 500 words)</b></p> <p>For more help, see the document in Course Reserves titled "<b>Personal Language Journey</b>"</p>
<b>Week 3:</b>	<b>The Florida Scene: Linguistic Landscape (Jan 22, Jan 24)</b>	
Summary :	<p><i>Bilingual education</i> consists of programs in which two (or more) languages are used to learn academic content such as science, mathematics, and social studies.</p> <p><i>Discourses</i> are written or spoken communication. Discourse can refer to broad, social messages (or <i>motifs</i>) that convey social attitudes, beliefs, and perceptions.</p>	
W. Jan 22	<p>Bilingual Education Models. Coral Ways assignment reminder. End of class summary assignment.</p> <p><b>Read:</b> State Constitution (see Amendment 11 to the Florida Constitution)</p>	<p>Get started: Search the Coral Way digital collection archives at UF: <a href="http://ufdc.ufl.edu/coralway">http://ufdc.ufl.edu/coralway</a></p> <p>Choose 2 oral histories from the digital collection, listen to them, and take notes. What do they say about their experiences in the first dual language (two-way immersion) bilingual education program in the US? What can you infer about the linguistic landscape of Florida before,</p>

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		during, and after 1963? Write min. 500 words.
F. Jan 24	<p>Group Activity: discuss Amendment 11 of FL State constitution. Florida bilingual school programs landscape (laptops/tablets).</p> <p><b>Read</b> the following websites:</p> <ul style="list-style-type: none"> <li>a. See the website <a href="https://bilingualeducationfl.org">https://bilingualeducationfl.org</a></li> <li>b. See the website: <a href="https://fabefl.org">https://fabefl.org</a></li> </ul> <p>1.What is the relationship between language policies and language practices?</p> <p>2. What happens when policies and practices are in opposition?</p> <p>3. How do people interrogate and resist language policies and/or practices? Why?</p>	<p><b>Due: Coral Way Research Paper 1</b></p> <p>Identify and describe three ways that “competing discourses” between Florida’s multilingual people and resources and Florida’s official policies and decisions affect education. Cite or reference the sources you used in your paper. You can and should refer to the websites and archives above. In addition, please find at least 2 additional sources. (min. 500 words) (Complete/Incomplete grade)</p>
<b>Week 4:</b>	<b>Introduction to UF Libraries (Jan 27, Jan 29, Jan 31)</b> <b>Guest lectures by Hélène Huet and Jim Cusick</b>	
Summary :	The libraries are a fundamental aspect of research. They are a free resource on campus. This week we will dedicate to become familiar the resources available to help ground your research and our understanding of the multilingual roots of Florida. UF houses stellar researchers who operate through the library. We will read a chapter on Florida history by a Pulitzer-Prize winning historian at UF.	
M. Jan 27	Relate course content to Quest themes. Returning to syllabus: identify course units.	Start: Annotated bibliography. Before you can search for sources, you will

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	<p>End assignment: with identified units, generate research topics for each unit and identify which units are most appealing.</p> <p>Read the syllabus for <i>Just English</i>? Become familiar with all weekly topics from our syllabus.</p> <p>Read “El Golfo de México” from <b>Davis</b>, Jack. <i>The Gulf: The Making of an American Sea</i>. 2017.</p>	<p>need a research topic. See reading assignments.</p>
<p>W. Jan 29</p> <p>Room 211</p> <p>Library West</p>	<p>Visit to Library West w Dr. H. Huet to discuss library research. Bring questions. i.e., relate last class research topics to how to research on those very topics. <b>Pizza night (5-7pm)</b></p> <p>How to create a research question?</p> <p>How do we refine our research searches?</p> <p>What is a peer-reviewed source?</p> <p>How do we access materials behind the firewall and that are not on campus?</p>	<p>Bring your questions from your research experience so far so that Dr. Huet can answer them.</p>
<p>F. Jan 31</p> <p>Judaica Room</p>	<p>Visit to Judaica Room w Dr. J. Cusick to discuss Florida Maps project. Bring questions on how to research based on Davis reading.</p>	<p><b>Due:</b> Annotated bibliography of 4 peer-reviewed sources (see Rubric). For the annotation, in as few words as possible, explain what the source is and whether it is useful to your project (expanding personal narrative, Coral Way digital archive, or Florida Maps Project. Don't like those topics? That's why you reviewed the syllabus on Monday. The topic choices are endless.)</p>
<p><b>Week 5:</b></p>	<p><b>Defining multilingual childhood through Mexican text and film (Feb 3, 5, 7)</b></p>	
<p>Summary :</p>	<p>We will read the book by Valeria Luiselli, a Mexican writer who lives in New York. <i>Tell Me How It Ends</i></p>	



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	narrates her experience as a translator for non-English-speaking Mexican and Central American children who sought asylum through the NY court system.	
M. Feb 3 <b>THIS ASSIGNMENT INCLUDES A BOOK. GET STARTED EARLY WITH THE READING.</b>	<p>Pre-class: read Luiselli's book (it's not long). What are the main points of this book? Discussion on content of book. <i>Tell Me How It Ends: An Essay in Forty Questions</i> by Valeria Luiselli.</p> <p><b>Please keep in mind that in the so-called "real world," people read Luiselli's book as a leisure activity. The context of the classroom manages to turn a leisure reading into homework. We apologize for the confusion.</b></p> <p>Supplementary readings [you can use these for research in case you end up writing about Luiselli's book for your research essay]  <b>Zelizer</b>, Viviana A. <i>Pricing the Priceless Child: The Changing Social Value of Children</i>. New York: Basic Books, 1981. [excerpts]</p> <p><b>Postman</b>, Neil. <i>The Disappearance of Childhood</i>. Delacorte P, 1982. [excerpts]          "[...] without a well-developed idea of shame, childhood cannot exist" (p. 9).</p> <p><b>Williams</b>, Vanessa. "Innocence Erased: How Society Keeps Black Boys from Being Boys." <i>Washington Post</i>. 21 Sept. 2018.  <a href="https://www.washingtonpost.com/nation/2018/09/21/innocence-denied-black-boys-who-face-harsher-scrutiny-consequences-than-their-white-peers/?noredirect=on&amp;utm_term=.020d37553cd7">https://www.washingtonpost.com/nation/2018/09/21/innocence-denied-black-boys-who-face-harsher-scrutiny-consequences-than-their-white-peers/?noredirect=on&amp;utm_term=.020d37553cd7</a></p>	
W. Feb 5	Emily away. Bring media (current article and/or video clips) on current issues surrounding migration, detention facilities, and/or court proceedings for children in the US. In 7 groups of 5, you will present to the class on your topic. Be prepared to present and ask questions from your classmates. (groups of 5 presentations). Assignment over weekend: watch <i>Roma</i> (we'll make sure everyone has access).	

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F. Feb 7	<p>Emily away. What is a child? Dr. Christopher Busey visits. preparation for group assignment.</p> <ol style="list-style-type: none"> <li>1. What is a child?</li> <li>2. Were you a child? (Were your parents children? What about your grandparents? Great-grandparents? If you don't have relatives or prefer not to conjure them, you may choose historical figures as your case studies.)</li> <li>3. How is that definition of the "child" affected by economic considerations? What other categories change the treatment of someone as a "child"? How has this definition changed over the last two centuries?</li> <li>4. How might the treatment of Mexican and Central American children compare to the treatment of other minority groups in the United States?</li> </ol>	<p><b>Due:</b> Draft of 1,000-word Writing Assignment 1. Ground all arguments in research. Explain them in well-organized, concise, and precise language. To that end, pick your verbs wisely. (complete/incomplete)</p>
<b>Week 6:</b>	<b>Defining multilingual childhood through Mexican text and film (Feb 10, 12, 14)</b>	
Summary :	MOVIE NIGHT! We'll trade you the Friday before Spring break for a movie night. Watch the Mexican Netflix film <i>Roma</i> with us. Discussion in class depends on it!	
M. Feb 10	<p>Teach the teacher day. Students readout to Dr. Hind of last week's course discussion.</p> <p>Fishman, J. A. "Language and Ethnicity: The View from Within." <i>The Handbook of Sociolinguistics</i>. 2017. pp. 327-343.</p>	<p>We will hold a classroom discussion of the merits of the film. If the professors are dissatisfied with the research grounding students' discussion, all students will write a 500-word reflection on the film and opinions about it: due Friday.</p>
W. Feb 12	<p>Class visitor. Rivera Garza.</p> <p>Read an interview with Cristina Rivera Garza before class. For example, the <i>Los Angeles Review of Books</i> (BLARB BLOG), Andy Fitch, 14 December 2018.  <a href="https://blog.lareviewofbooks.org/interviews/questions-genre-gender-talking-cristina-rivera-garza/">https://blog.lareviewofbooks.org/interviews/questions-genre-gender-talking-cristina-rivera-garza/</a></p>	

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F. Feb 14	<p>Tracing Rivera Garza's professional trajectory. Representations of Roma in public media.</p> <p>Read an article about racism and Yalitza Aparicio. For example: Cotte, Jorge. "Yalitza Aparicio's Success after 'Roma' Exposes Mexico's Ugly Truth of Anti-Indigenous Bigotry". <i>ReMezcla</i>. 22 February 2019. <a href="https://remezcla.com/features/film/yalitza-aparicio-roma-success-exposes-mexico-ugly-truth/">https://remezcla.com/features/film/yalitza-aparicio-roma-success-exposes-mexico-ugly-truth/</a></p>	Watch Roma before coming to class.
<b>Week 7:</b>	<b>Defining multilingual childhood through Mexican text and film (Feb 17, 19, 21)</b>	
Summary :	This week we contemplate the ways language intertwines with race, class, and ethnicity, in order to continue thought on <i>Roma</i> .	
M. Feb 17	<p>Discuss <i>Roma</i>.</p> <ol style="list-style-type: none"> <li>1. What languages appear in the film?</li> <li>2. What symbols in the film do you appreciate?</li> <li>3. How does the technique of the film help to express its themes?</li> <li>4. Why might this film have caused controversy?</li> </ol> <p>Look up one and read at least one review of <i>Roma</i> OR an interview with the director Alfonso Cuarón.</p> <p>Suggestions: Special Dossier on Alfonso Cuarón's <i>Roma</i> by Mediático. <a href="https://reframe.sussex.ac.uk/mediatico/2018/12/24/">https://reframe.sussex.ac.uk/mediatico/2018/12/24/</a> (See Ignacio Sánchez Prado's article, for example).</p> <p>Valdes, Marcela. "Alfonso Cuarón" <i>The New York Times Magazine</i>. 13 December 2018. <a href="https://www.nytimes.com/2018/12/13/magazine/alfonso-cuaron-roma-mexico-netflix.html">https://www.nytimes.com/2018/12/13/magazine/alfonso-cuaron-roma-mexico-netflix.html</a></p> <p>Semple, Kirk. "Mexico City as the Director of 'Roma' Remembers It (and Hears it)" <i>The New York Times</i>. 2 January 2019 <a href="https://www.nytimes.com/2019/01/02/movies/alfonso-cuaron-roma-mexico-city.html">https://www.nytimes.com/2019/01/02/movies/alfonso-cuaron-roma-mexico-city.html</a></p>	<b>Due:</b> Revised draft of 1,000 to 1,500-word Writing Assignment 1. Ground all arguments in research. Explain them in well-organized, concise, and precise language. To that end, pick your verbs wisely.

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W. Feb 19	<p>Orestes Gonzalez visit.</p> <p>Language is always variable in ways that reflect race, class, and ethnicity. Guiding questions for this week are</p> <ul style="list-style-type: none"> <li>• How do linguistic differences mark differences in social space?</li> <li>• How does language reflect dominance and subordination?</li> <li>• How does society work to construct linguistic and social difference?</li> </ul>	
F. Feb 21	Coral Way library exhibit. Exhibit talk by Bess de Farber.	
<b>Week 8:</b>	<b>(Midterm Exam) (Feb 24, 26, 28)</b>	
Summary :	Children's literature. Review for the Midterm Exam.	
M. Feb 24	<p>What is children's literature? Comparing Chimal's text (illustrations) with M. Sendak (optional media: interviews with Terry Gross, interview with S. Colbert) [Chimal visit on March 20]</p> <p>Alberto Chimal's <i>La partida</i> (available through Smathers in digital and paper formats) (published with Alberto Laisecca's <i>La madre y la muerta</i> and illustrated by Nicolás Arispe).</p> <p>While there is no English translation of Alberto Chimal's <i>La partida</i>, the short sentences total a paragraph. We can talk about the plot in class. Remember that reading this text the usual way might not be the best approach for our course. What's it like to stare at a children's book you can't read? Do the illustrations seem culturally strange? How do you feel? Why?</p>	
W. Feb 26	<p>Mid-Term</p> <p>A festive occasion on which hard-working students who kept up with the calendar will celebrate life in general and this course in particular. (BYOB: we suggest water. You may not leave the classroom once the exam starts.)</p>	
F. Feb 28 Class canceled	Free day. Compensation for <i>Roma</i> viewing	Think about abstract. Due Wednesday.
<b>Week 9:</b>	<b>Spring Break</b>	

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<b>Week 10:</b>	<b>Bilingual language development (Mar 9, 11, 13)</b>	
Summary :	<i>Bilingual language acquisition</i> studies the cognitive and linguistic processes involved in simultaneously acquiring two languages. This week we will learn about the cognitive and developmental processes that help children and adults organize and navigate between multiple languages during acquisition.	
M. Mar 9	<p>Class visitor: <b>Gigi Luk</b>  Grosjean, François. "Bilingualism: A Short Introduction." <i>The Psycholinguistics of Bilingualism</i>, edited by François Grosjean and Ping Li, Wiley-Blackwell, 2013, pp. 5-25.</p> <ol style="list-style-type: none"> <li>Does learning more than one language present unique challenges to a child during acquisition?</li> <li>How do we mentally organize multiple languages in a single brain? <ol style="list-style-type: none"> <li>Are there any advantages/disadvantages?</li> </ol> </li> </ol> <p>What are the cognitive challenges in organizing and navigating between two languages with only one brain?</p>	<p><b>Writing Assignment 2 begins.</b> Select media or text that represents multilingualism to you. You will carry out a multi-step critical analysis of the selected media or text. For the first step, you will write an <b>Abstract</b> (max. 250 words).</p>
W. Mar 11	<p>Intro to bilingual language development. Assignment: select a blind audition from an international version of The Voice Kids from YouTube. What language is the language of the program (during presentation and discussion); in what language is the child singing? How effortful would it be to sing in a language that is not present in the environment?</p> <p>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. 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>	<p><b>Due: Abstract</b> (max 250 words). In a paragraph explain: <b>What</b> is the text you will study? Title? Author? Other relevant identifying markers? <b>How</b> will you study this text? What do you aim to show about it?</p>

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	Werker, Janet F. 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. doi: 10.1016/j.tics.2008.01.008	
F. Mar 13	<p>What is the status of English as a cultural device in the US and around the world? What would it take to break from English hegemony in the U.S.? Can we envision our children singing pop songs in other languages, watching cartoons? What about pop stars? What about our politicians?</p> <p>Who can be cool/smart when speaking other languages?</p> <p>Consider the following recent current events in preparation for our discussion:</p> <p>Justin Bieber sings in Spanish on Despacito?  <a href="https://www.independent.co.uk/arts-entertainment/music/news/justin-bieber-despacito-lyrics-bla-bla-bla-tmz-video-luis-fonsi-daddy-yankee-bst-festival-tickets-a7754716.html">https://www.independent.co.uk/arts-entertainment/music/news/justin-bieber-despacito-lyrics-bla-bla-bla-tmz-video-luis-fonsi-daddy-yankee-bst-festival-tickets-a7754716.html</a></p> <p><a href="https://hiplatina.com/justin-bieber-despacito-spanish-mixup/">https://hiplatina.com/justin-bieber-despacito-spanish-mixup/</a></p> <p>SNL takes on politicians speaking in Spanish and Sign Language interpreters:  <a href="https://www.nbc.com/saturday-night-live/video/bloombergs-hurricane-sandy-address-cold-open/n28594">https://www.nbc.com/saturday-night-live/video/bloombergs-hurricane-sandy-address-cold-open/n28594</a></p> <p>Politicians speaking Spanish in the news:  <a href="http://nymag.com/intelligencer/2019/06/democratic-debates-surprise-star-mediocre-spanish.html">http://nymag.com/intelligencer/2019/06/democratic-debates-surprise-star-mediocre-spanish.html</a></p> <p><a href="https://www.miamiherald.com/news/local/community/miami-dade/article3178434.html">https://www.miamiherald.com/news/local/community/miami-dade/article3178434.html</a></p>	
<b>Week 11:</b>	<b>The bilingual advantage (Mar 16, 18, 20)</b>	

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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.	
M. Mar 16	<p>Introduce key concepts and findings from the controversial Bilingual Advantage hypothesis. What are the implications for society and public policy if bilingualism provides potential health benefits?</p> <p><b>Primary reading:</b> Bialystok, Ellen, 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. doi: 10.1177/1529100610387084 [select passages]</p> <ol style="list-style-type: none"> <li>1. What is the source of the underlying theory/interpretation about the bilingual advantage?</li> <li>2. How do researchers determine experimentally the presence or absence of bilingual advantages?</li> </ol>	
W. Mar 18	<p>Representation of the Bilingual Advantage in media and popular press</p> <ol style="list-style-type: none"> <li>1. How is the bilingual advantage represented in popular press?</li> </ol> <p><u>Popular press debates on bilingual advantage:</u>            Bhattacharjee, Y. (2012, March 18). Why bilinguals are smarter. <i>The New York Times</i>, p. SR12.  <a href="https://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html">https://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html</a></p> <p>Yong, E. (2016, February 10). The bitter fight over the benefits of bilingualism. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/science/archive/2016/02/the-battle-over-bilingualism/462114/">https://www.theatlantic.com/science/archive/2016/02/the-battle-over-bilingualism/462114/</a>            (Page count: ~50.)</p>	<b>Due:</b> Annotated bibliography (same rules as before, using MLA or APA and a minimum four sources, explain what the source is and whether it is useful to your project).



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F. Mar 20	<p>In-class debate on the Bilingual Advantage. Proposition: Bilingualism is a public health benefit and should be promoted in society.</p> <p>We will hold a classroom debate on the bilingual advantage. The class will divide into teams that will argue in favor of the existence of the bilingual advantage and those opposed. Students will then write a 1 pg reflection on the classroom debate.</p>	
<b>Week 12:</b>	<b>Bimodal bilingualism and code-switching (Mar 23, 25, 27)</b>	
Summary :	<p>When society thinks of bilingualism, the general public lands on an idealized concept of <i>balanced bilingualism</i> where in order to be bilingual, individuals should either a) be <i>equally</i> fluent in each language or b) are born with access to both languages. The purpose of this week is to highlight minority forms of bilingualism that counter these idealizations. We will pay special attention to <i>bimodal bilingualism</i> (individuals who use a sign language as well as an oral language) and <i>code-switching</i> (the intentional switching between languages that occurs in bilingual conversation).</p>	
M. Mar 23	<p>Code-switching: the ultimate bilingual skill? Bilinguals in the presence of other bilinguals will often engage in a bilingual speech act known technically as <i>code-switching</i>.</p> <ol style="list-style-type: none"> <li>1. How does examining understudied forms of bilingualism change our preconceptions of who is a bi/multilingual speaker?</li> </ol> <p>Gardner-Chloros, Penelope. "Introduction." <i>Code-switching</i>, by Gardner-Chloros, Cambridge University Press, 2009, pp. 1-19.</p> <p>Poplack, Shana. "Sometimes I'll Start a Sentence in Spanish y termino en español: Toward a Typology of Code-Switching." <i>The Bilingualism Reader</i>, edited by Li Wei, Routledge, 2000, pp. 221-256.</p>	<b>Due:</b> One-page (min.) reflection on classroom debate from Friday.

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W. Mar 25	<p>Bimodal bilingualism</p> <p>Bishop, Michele, and Sheery Hicks. "Orange eyes: Bimodal bilingualism in hearing adults from Deaf families." <i>Sign Language Studies</i>, vol. 5, no. 2, 2005, pp. 188-230.</p> <p>Emmorey, K., Borinstein, H. B., Thompson, R., &amp; Gollan, T. H. (2008). Bimodal bilingualism. <i>Bilingualism: Language and Cognition</i>, 11, 43-61.</p>	
F. Mar 27	<p>Linguistic engineering: why innovate? How do language and identity intersect? Writing Assignment 2 Draft due <i>Coda voice</i>. Link: <a href="https://www.youtube.com/watch?v=puQ-D89Nc7g">https://www.youtube.com/watch?v=puQ-D89Nc7g</a> Coda brothers vlog--a quite striking video that shows an illustration of coda talk (high mixture of code-blending, code-switching, and transfer from ASL onto English).</p> <p><i>Las gemelas</i>. Link: <a href="https://youtu.be/tPZfTBZAc?t=87">https://youtu.be/tPZfTBZAc?t=87</a> Twins fluidly code-switching between Spanish and English. Good opportunity to highlight discourse functions of code-switching as well as grammatical properties of code-switching.</p> <p>The class will use the above videos to reflect on understudied forms of bilingualism. How might these forms of bilingualism be perceived by people who do not share the same identities?</p>	<p><b>Due:</b> Writing Assignment 2. 1,000-word (min.) draft. Analyze your chosen text. What can you show about it, using the research that you conducted? Cite from that chosen work for the reader unfamiliar with it. Remember to express your well-organized and well-researched ideas in concise and precise language. (complete/incomplete)</p>
<b>Week 13:</b>	<b>Language Brokering (Mar 30, Apr 1, 3)</b>	
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.	
M. Mar 30	<p>Introduction to Language Brokering.</p> <ol style="list-style-type: none"> <li>1. What pressures or burdens does interpreting for one's family place on the child?</li> </ol>	Introduction to targeted interview assignment. Get started today!

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	<p>2. Are these children “skilled” even if their grades don’t reflect this aptitude?</p> <p>3. Does the burden cause harm to the parent-child relationship?</p> <p>4. Is it ethical to ask children to interpret complex “adult” issues (e.g., serious medical or legal situation)?</p> <p>Morales, Alejandro, and William E. Hanson. Language brokering: An integrative review of the literature. <i>Hispanic journal of behavioral sciences</i>, vol. 27, no. 4, 2005, pp. 471-503.</p>	
W. Apr 1	<p><b>Traux</b>, Eileen. “Oaxacalifornia: Odilia Romero.” <i>How Does It Feel to Be Unwanted? Stories of Resistance and Resilience from Mexicans Living in the United States</i>. Translated by Diane Stockwell. Boston: Beacon Press, 2018. pp. 39-51.</p>	
F. Apr 3	<p>Class visitor. Belem López</p> <p>Prepare questions for class visitor!</p>	<p><b>Reminder to get started:</b> Targeted Interview Assignment. At least some number of students will fit the bill of being language brokers for your families or potentially you will be related to or know someone who has been a language broker. Conduct a targeted interview on a language broker’s experiences growing up. The turned-in assignment should include transcriptions of portions of the conversation as well</p>

DATE	READING/ASSIGNMENTS <small>(to be discussed that day)</small> <b>Reading assignment to be read at least once <i>before</i> class</b>	<b>Homework for today</b> <b>(This column does NOT include the reading for today.)</b>
		as a critical assessment of the language broker's experiences (1000 words).
<b>Week 14:</b>	<b>Language, language policies, and nations (Apr 6, 8, 10)</b>	
Summary :	Language policy is a set of legal or community-based guidelines on what language or languages must be used in various concepts.	
M. Apr 6	<ol style="list-style-type: none"> <li>1. How do different states and nations vary in their language policies?</li> <li>2. How do 'standard languages' reflect the political power of certain groups in society?</li> <li>3. What nations and regions are diglossic v. bilingual?</li> <li>4. How does a history of colonialism continue to influence modern language policy?</li> <li>5. How do language rights fit into the larger question of human rights?</li> </ol> <p>Schiffman, Harold. "Introduction: Language policy and linguistic culture." <i>Linguistic Culture and Language Policy</i>, by Schiffman, Routledge. [Chapter 1]</p>	Introduction to Comparative Language Policy assignment. Heads up!
W. Apr 8	Schiffman, Harold. "Typologies of multilingualism and typologies of language policy." <i>Linguistic Culture and Language Policy</i> , by Schiffman, Routledge. [Chapter 2]	<b>Due:</b> Targeted Interview Assignment
F. Apr 10	Discussion based on prior readings.	Get started if you haven't already: Comparative Language Policy Assignment. Use library and research skills to identify language policies of 2 countries in more detail (e.g. US, Canada, India, South Africa, Mexico).
<b>Week 15:</b>	<b>Language, Power, and Literacy (Apr 13, 15, 17)</b>	
Summary :	Not all languages or speakers have equal access to literacy, and not all cultures place equal importance on literacy.	

DATE	READING/ASSIGNMENTS <small>(to be discussed that day)</small> <b>Reading assignment to be read at least once <i>before</i> class</b>	<b>Homework for today</b> <b>(This column does NOT include the reading for today.)</b>
M. Apr 13	<ol style="list-style-type: none"> <li>1. What are different reading and writing practices and cultures around the world?</li> <li>2. How do members of a society have variable access to literacy?</li> <li>3. How is literacy and lack of written materials linked to language endangerment?</li> </ol> <p>Hinton, Leanne. "Language revitalization and language pedagogy: New teaching and learning strategies." <i>Language and Education</i>, vol. 25, no. 4, 2011, pp. 307-318.</p>	<b>Due:</b> Comparative Language Policy Assignment (750 words minimum)
W. Apr 15	Watch Hilaria Cruz lecture on Chatino.	Last day to get started comfortably with 300-word response due Friday.
F. Apr 17	<p>A step back in time to Oakland in the 90s...</p> <p>Read: Rickford, John. "Using the Vernacular to teach the Standard." Revised version of talk given at California State University at Long Beach Conference on Ebonics, March 29, 1997, retrieved from <a href="https://web.stanford.edu/~rickford/papers/VernacularToTeachStandard.html">https://web.stanford.edu/~rickford/papers/VernacularToTeachStandard.html</a>.</p> <p>A summary of other remarks on Ebonics can be found at: <a href="https://web.stanford.edu/~rickford/ebonics/LingAnthro1.html">https://web.stanford.edu/~rickford/ebonics/LingAnthro1.html</a></p>	<b>Due:</b> Pick one: <ol style="list-style-type: none"> <li>1. List three topics that should be available in Chatino-language books for children.</li> <li>2. List three Wikipedia subjects that should be made available immediately in Chatino.</li> <li>3. List the top three alternative mediums, aside from a print children's book, that should be issued/created in Chatino.</li> </ol> Write 300-word response.
<b>Week 16:</b>	<b>Technology and Language Use (Apr 20, 22)</b>	
Summary :	Modern language technology has made some aspects of reading and writing easier, with technologies like speech recognition and machine translation.	

DATE	READING/ASSIGNMENTS <small>(to be discussed that day)</small> <b>Reading assignment to be read at least once <i>before</i> class</b>	<b>Homework for <i>today</i></b> <b>(This column does <i>NOT</i> include the reading for <i>today</i>.)</b>
M. Apr 20	<ol style="list-style-type: none"> <li>1. What promises does technology hold for literacy?</li> <li>2. In what ways does technology tend to reinforce existing language inequalities?</li> <li>3. What is algorithmic bias in language technology? How can it be avoided?</li> </ol> <p>Kaplan, Frédéric. "Linguistic capitalism and algorithmic mediation." <i>Representations</i>, vol. 127, no. 1, 2014, pp. 57-63.</p>	<p>In-class evaluations. WE WILL EVALUATE THE COURSE THROUGH THE ONLINE SYSTEM IN-CLASS.</p> <p>THIS PLAN CONTRADICTS OUR NO DISTRACTION POLICY AND YOU WILL NEED TO BRING A DEVICE TO GET IT DONE.</p>
W. Apr 22	<p><b>Course recap</b> <b>Prepare for Final Exam</b></p>	<p><b>Due: Writing Assignment 2.</b> Expanded Writing Assignment: 1,000-word draft due as a revision of the 500-word draft previously completed.</p>
Th. Apr 30	<b>FINAL EXAM, 3:00-5:00pm</b>	

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

## BIBLIOGRAPHY of COURSE READINGS

For complete listing, including internet sites and other media, see the calendar, please.

Not all sources listed below are assigned readings. Some are merely discussed in class.

- Bhattacharjee, Y. (2012, March 18). Why bilinguals are smarter. *The New York Times*, p. SR12.
- Bialystok, Ellen, Fergus I. M. Craik, David W. Green, and Tamar H. Gollan. "Bilingual minds." *Psychological Science*, vol. 10, no. 3, 2009, pp. 89-129.
- 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.
- Chimal, Alberto. *La partida*. Ilustraciones Nicolás Arispe. Fondo de Cultura Económica, 2015.
- Coady, Maria R. "Origin of the Experiment." *The Coral Way Bilingual Program*. Multilingual Matters, 2020, pp. 19-43.
- Cotte, Jorge. "Yalitza Aparicio's Success after 'Roma' Exposes Mexico's Ugly Truth of Anti-Indigenous Bigotry". *ReMezcla*. 22 February 2019.
- Davis, Jack. "El Golfo de México." *The Gulf: The Making of an American Sea*. Norton, 2017.
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- Gardner-Chloros, Penelope. "Introduction." *Code-switching*, by Gardner-Chloros, Cambridge University Press, 2009, pp. 1-19.
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- Kingston, Maxine Hong. "Finding a Voice". In *Language and Personal Identity*. pp. 13-18.
- Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House Press, 2017.
- 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.
- 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.
- Postman, Neil. *The Disappearance of Childhood*. Delacorte P, 1982. [excerpts]
- Quan, Kit Yuen. "The Girl Who Wouldn't Sing." In *Tongue Tied*. pp. 13-21. [In Course Reserves]
- Rickford, John. "Using the Vernacular to teach the Standard." Revised version of talk given at California State University at Long Beach Conference on Ebonics, March 29, 1997
- Schiffman, Harold. "Introduction: Language policy and linguistic culture." *Linguistic Culture and Language Policy*, by Schiffman, Routledge. [Chapter 1]
- Schiffman, Harold. "Typologies of multilingualism and typologies of language policy." *Linguistic Culture and Language Policy*, by Schiffman, Routledge. [Chapter 2]



- Semple, Kirk. "Mexico City as the Director of 'Roma' Remembers It (and Hears it)" *The New York Times*. 2 January 2019
- Traux, Eileen. "Oaxacalifornia: Odilia Romero." *How Does It Feel to Be Unwanted? Stories of Resistance and Resilience from Mexicans Living in the United States*. Translated by Diane Stockwell. Boston: Beacon Press, 2018. pp. 39-51.
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- Yong, E. (2016, February 10). The bitter fight over the benefits of bilingualism. *The Atlantic*.
- Zelizer, Viviana A. *Pricing the Priceless Child: The Changing Social Value of Children*. New York: Basic Books, 1981. [excerpts]

## UNIVERSITY POLICIES AND RESOURCES

### Attendance and make-ups

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

### Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Course Evaluations

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

### Academic Integrity

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

academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Resources Available to Students**

#### *Health and Wellness*

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

#### *Academic Resources*

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

### **Procedure for Conflict Resolution**

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