

# ECLD 056 Language Policy Issues, Race, & School (D1)

## Spring 2022



Chelsea Becker/NPR

What is bilingual education? What does bilingualism mean? How do race and language intersect? What is linguistic bias and how does it operate in our institutions? What is photo elicitation & photovoice and how will these activities help me learn the course content?

Instructor: Cynthia Reyes, Ph.D.  
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## Syllabus Spring 2022

### ECLD 056 (D1) Race, Language Policy Issues, and School (3 Credit Hours)

Wednesday, 12-3p.m.; Location: L/L Commons 216

#### Instructor Name, Contact Information, Office Hours

Cynthia C. Reyes, Ph.D., [creyes@uvm.edu](mailto:creyes@uvm.edu), (802) 656-9642

(I use the pronouns 'she/her/hers' to signal that I am not assuming anyone's gender. I do so as a move towards real inclusivity in the workplace and wider society.)

#### Office Hours: By appointment

(I will reply to your email within 24 hrs. during Mondays – Fridays, except for weekends when I will not be available as part of restorative practice and time with family.)

#### General education (e.g. D1) or other requirements satisfied

(This course satisfies the UVM Diversity 1 requirement, Education for Cultural & Linguistic Diversity (ECLD) Minor, and Department of Education requirement.)

#### Land Acknowledgement

Why do we acknowledge that Vermont is founded on Abenaki land? We believe that it is vitally important that all people understand that this land was stewarded by the Abenaki people for thousands of years before the arrival of Europeans. We cannot tell the real stories of Vermont and Vermonters without acknowledging this basic fact of history. An indigenous or land acknowledgement is a statement recognizing the indigenous people who have been dispossessed of land or territory upon which an institution was built. It is a common protocol among within indigenous communities in the U.S. and standard practice in Canada, Australia and New Zealand.



#### Course Description

This introductory course explores the theories, practices, and policies related to the intersection of race, language policy, and school. “Race and language are mutually constitutive; language is used to construct race, and ideas about race is shaped by [language](#) (García & Kleifgen, 2018, p. 15).” In short, how language is used to construct notions about race influence the teaching and learning of English learners (ELs) in multilingual and multicultural settings.

We will begin with fundamental vocabulary in a D1 course and explore the idea of [intersectionality](#) and understanding of multiple identities as it relates to you and to others. We will explore the historical and cultural contexts that have shaped current policies for linguistically diverse students in the U.S. We will also consider how literacy and language use often reflect linguistic [ideologies](#) (Flores & Rosa, 2015; Janks, 2010) that influences stereotypes about individuals or communities whose first language is not English. Linguistic ideology also informs policy for curriculum and pedagogy for multilingual learners.

To that end, we will engage course readings, materials, and discussions to explore the educational and linguistic barriers that immigrants, refugees, and undocumented immigrants most of whom are emergent English learners overcome during their transition from migration to U.S. culture. We will use a critical, rather than an “appropriateness-based,” (what sounds *good* and *effective* for school children may also be construed as deficit) lens for examining equity in education for multilingual and all learners. Throughout the course, I expect for all of us to examine and unpack our own biases and assumptions in light of these topics through 3 major assignments (photo elicitation & photovoice).

## Syllabus Contract

This syllabus is a living document, and the instructor has the discretion to make modifications or to switch out readings if it benefits the students. It is important to understand that learning is fluid, never static, and that any modification to the syllabus that enhances student learning should be welcome. At the same time, the instructor will strive to clarify changes and to prioritize consistency throughout the semester.

## Course Learning Objectives

### Category 1: General Education Diversity (D1) Competencies

#### I can...

- 1.1 Develop an awareness of the influence and impact of diversity-related concepts such as [intersectionality](#) (i.e., the intersection of multiple dimensions on diverse cultural identities), [power and privilege](#) at the individual, group, and systems levels especially as it relates to shaping restrictive language policies throughout US history.
- 1.2 Develop [critical thinking skills](#) to enable one to analyze information and evaluate arguments from diverse viewpoints and [multiple perspectives](#).
- 1.3 Examine cultural and [linguicism](#) implicit in US immigration laws and policies, as well as develop an appreciation for the [language rights](#) of linguistically and culturally diverse communities.

### Category 2: Effort/Engagement and Responsibility

#### I can...

- 2.1 participate meaningfully in our community of learners.
- 2.2. take responsibility for my words and actions.
- 2.3 effectively manage my own learning.

## Class Norms & Conversations

In this course, I expect us to co-construct a classroom contract that will sustain clear and safe community discussion. I encourage an expression of different viewpoints and diverse voices, and I will also uphold a

standard of civil discourse that keeps things safe for all participants. Here are a few statements for starters.

- Listen with respect
- Make comments using “I” statements (“I disagree with what you said. Here’s what I think.”)
- If someone offers an idea or asks a question that helps your own learning, say “thank you.”
- If someone says something that hurts or offends you, do not attack the person. Acknowledge that the statement – not the person – hurt your feelings and explain why.
- Put-downs are never okay.
- Think with your head and your heart.

## Email Etiquette: Dos and Don’ts

Do have a subject line (even if you are just submitting an attachment)

Do start out with a salutation (“Dear Prof. Reyes” “Hi Prof. Reyes”)

Don’t forget your signature

Do assume that we would be able to resolve issues f2f (over MS TEAMS) rather than on email; Do schedule one-to-one TEAM meetings so we can resolve them

## Attendance Policy:

Our class is three-hours long, and I understand how challenging it is to stay in class for that duration of time. Each class session will follow a routine that is broken up into three parts, which will include a 15 min. break, beginning with an introduction to the material/brief instructor lecture, class discussion of the material, video/group activity, and group case study work. I will do my best to engage you with different activities and modalities. But while I do my best, my expectations for your engagement during class time will be high because we only meet once a week, and because the topics are best explored through face-to-face interaction. I urge you to come to class fully present; however, illness and/or an ill family member or someone who is close to you who has passed away are understandable tragedies and will require your time away from class. Just communicate with me and keep me updated, and I will work with you to make up the work that you miss in class. I have developed some clear policies regarding attendance and homework, which you can read on page 14 under “Attendance & Homework Policy.”

In addition, check out the [UVM Attendance Policy](#) for attendance.

While we are in the middle of a pandemic, refer to the [Green and Gold Promise](#), which clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington. This pledge includes following all rules regarding facial coverings and social distancing when attending class and/or attending advising sessions. The [Code of Student Conduct](#) outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent

notification, probation, and suspension.

### Attendance and illness/isolation/quarantine:

Should you need to isolate or quarantine during this course, the Student Health Services will inform your Dean's office. For example, in the College of Education & Social Services, Dean Katharine Shepherd will be notified, as well as the CESS Student Service Office. It will be important for you to contact me at [creyes@uvm.edu](mailto:creyes@uvm.edu) as soon as you can, so I can provide the flexibility needed to make sure you will be able to complete this course. I will work with you and your academic advisor to make sure you will be able to access the materials that you need, or to give you additional time to finish your assignments. Let's keep the lines of communication open between us and among your peers in this class to support each other during this challenging time.

### Spring Semester 2022

Events	Dates	Days of Week
Martin Luther King Holiday	Jan 17	M
First Day of Classes	Jan 18	T
Last Day to Add Classes without Instructor Permission	Jan 24	M
Add/Drop, Pass/No Pass, Audit Deadline <sup>1</sup>	Jan 31	M
Presidents' Day Holiday	Feb 21	M
Town Meeting Day Recess	Mar 1	T
Spring Recess	Mar 7-11	M-F
Last Day to Withdraw <sup>1</sup>	Apr 4	M
Honors Day	Apr 22	F
Last Day of Classes	May 6	F
Reading Days <sup>2</sup>	May 7,8,11	Sa,Su,W
Exam Period	May 9-13	M-F
Exam Days <sup>2</sup>	May 9,10,12,13	M,T,R,F
Commencement - Graduate	May 21	Sa
Commencement - Undergraduate	May 22	Su

## Course Readings

### Required Books

Tatum, B.D. (2017). *Why are all the Black kids sitting together in the cafeteria?* (2<sup>nd</sup> Ed.)

\*Gorski, P.C., & Pothini S.G. (2014). *Case studies on diversity and social justice in education.*

\*Instructor will provide these readings in class

*Articles/Book Chapters (you can find these readings on BB)*

- Week 1 – Tatum, B. D. ...Conversations about race
- Week 2 – Tatum, B.D. ...Conversations about race
- Week 3 – Tatum, B.D. ...Conversations about race  
Gorski & Pothini: Case Study (in class)
- Week 4 – Tatum, B.D. ...Conversations about race
- Week 6 – Baker, C., & Wright, W. (2010). *Foundations of bilingual education & bilingualism*. (6<sup>th</sup> Ed.)  
Soltero, S. (2011). *Schoolwide approaches to educating ELLs*.  
Gorski & Pothini: Case Study (in class)
- Week 7- Purcell-Gates, V. (2002). “As soon as she opened her mouth!”: Issues of language, literacy, and power.  
Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, Identity, and pedagogy*.  
Gorski & Pothini: Case Study (in class)
- Week 8 - Spring Recess, No class
- Week 10- Lau v. Nichols & Castañeda v. Picard court summaries  
Gorski & Pothini: Case Study (in class)
- Week 11- Reyes, C., Haines, S., & Clark/Keefe, K. (2021). *Humanizing methodologies in educational research*.  
Perry, K. (2014). “Mama, sign this note”: Young refugee children’s brokering of literacy practices.  
Gorski & Pothini: Case Study (in class)
- Week 12- Colomer, S., & Chang-Bacon, C. (2019). Seal of biliteracy graduates get critical: Incorporating critical biliteracies in dual-language programs and beyond.  
Christensen, L. “Uncovering the legacy of language and power.”
- Week 13 - Otsuka, Y. (2007). Making a case for Tonga as an endangered language.  
Zhu, G. (2014). The right to minority language instruction in schools.
- Week 14- Cuauhtin, R.T., Zavala, M., Sleeter, C., & Au, W. (2019). *Rethinking Ethnic Studies*.  
Sleeter, C. & Zavala, M. (2020). *Transformative ethnic studies in schools*.

**Weekly Module Descriptions**

**January 19: Week 1 \*CLASS WILL BE ASYNCHRONOUS \***

During weeks 1 & 2, we will immerse ourselves in building community. To build community, we will create a foundation of shared knowledge around issues of race. Before we can tackle the course topic on race and language, and because this course is a required D1 course, we will begin with ourselves and examine what we know about race and racism in the U.S., why, and how we move in the world through racial lenses. I will invite you to become more familiar and comfortable with talking about race with your peers. During week 1, you will begin to address the questions below by reading excerpts from Beverly Tatum's "Why are all the Black kids sitting together in the cafeteria?"

*Guiding Questions:*

- What is racial identity development?
- Why do we still live in a post-racial world?
- How is a racial identity development perspective helpful for understanding racial awareness? And how is this useful for one's development in a multi-racial world?

*Readings & Homework due Week 2:*

1. Review instructor's introductory video on Blackboard
2. Purchase Beverly Daniel Tatum "Why are all the Black kids sitting together in the cafeteria." Everyone read pgs. 22-72, starting with "The Myth of the Color-Blind Millennial," and pgs. 83-99 "Defining Racism."
3. Submit an "Entrance Card" #1 (You will find a description of this assignment below, and you will submit on Blackboard)
4. Review Syllabus
5. Complete the pre-course survey on BB.

**January 26: Week 2**

During week 2, we will continue building community by reviewing the readings and the entrance card that you completed from week 1. Questions that will guide week 2 will include:

- Why is it difficult to talk about race?
- How does language facilitate or impede constructive, stimulating, and safe conversations about race?
- How do we engage difference and commonality around terms and definitions?

*Readings & Homework due:*

1. Beverly Daniel Tatum "Why are all the Black kids sitting together in the cafeteria." Everyone read pgs. 22-72, starting with "The Myth of the Color-Blind Millennial," and pgs. 83-99 "Defining Racism."
2. Entrance Card #1 (submit on BB)
3. Review Syllabus

**February 2: Week 3**

During week 3, we will delve more closely into specific racial identity groups by discussing the readings in affinity spaces.

*Guiding Questions:*

- How are difference and privilege mediated by identity in our society?

*Readings & Homework due:*

1. Excerpts from Tatum's book: Everyone read pgs. 99-108 "The Complexity of Identity", AND Select one of the excerpts below that is most representative of your racial/affinity identity group.  
Black identity development – pgs. 111-164  
white identity development – pgs. 185-208  
Latinx, Native, Asian & Pacific Islander, Middle Eastern/North African identity development – pgs. 235-298  
Multiracial identity development – pgs. 299-328
2. Complete Identity Wheel
3. Group Case Study: Ethnicity & Culture (in class)
4. Entrance Card #2 (submit on BB) by Friday of Week 3

### February 9: Week 4

During week 4, we will advance our knowledge of racial identity development to critical race theory. We will specifically study a framework that we will use to understand the experiences of English language learners and their families. examine theories that scholars use to understand race and racism.

*Guiding Questions:*

- How is critical race theory misperceived?
- What are the strengths and limitations of critical race theory?
- How does intersectionality give us more nuanced understandings of difference and the way that structural racism operates when considering difference?

*Readings & Homework assignments due:*

1. Tatum's book excerpt: pps. 331-358 Embracing a cross-racial dialogue & Signs of hope, signs of progress
2. Video: Kimberlé Crenshaw's Intersectionality Video (to view in class)
3. Review Identity Wheel
4. Bring in 2 photos that describe your emerging understanding of your racial identity
5. Group Case Study: Socioeconomic Status (in class)
6. Entrance Card #3 (submit on BB) by Friday of Week 3

### February 16: Week 5

During week 5, we will move into the focus of this course: the intersection of race, language, and identity for English learners in the U.S. We will discuss the story of bilingual education, a controversial approach to educating English learners in the U.S.



*Guiding Questions:*

- What is bilingual education, and why was it considered a controversial approach to educating students who were designated English learners in the school?
- How does monolingualism frame the society we live in? What are the strengths and limitations to monolingualism in a society?

*Readings & Homework Assignments due:*

1. Photo Elicitation & Photovoice Voice Assignment #1 Who am I? (Submit to VoiceThread on BB)

**February 23: Week 6**

Week 6 will focus on language theories and language development that informs curriculum and language learning in the classroom and community, and the mismatch that often occurs between family and home expectations.

*Guiding Questions:*

- How have language theories informed the teaching of English to students who speak a language other than English?
- What are the myths of ‘bilingualism,’ and why do they still exist?

*Readings & Homework Assignments due:*

1. Baker, C., & Wright, W. (2010). *Foundations of Bilingual Education & Bilingualism*. 6<sup>th</sup> Edition. Bristol, UK: Multilingual Matters. (chpt. 8)
2. Soltero, S. (2011). *Schoolwide Approaches to Educating ELLs*. Heineman. Chpt. 1. Critical. Issues in Second Language Acquisition.
3. Group Case Study: Religion (in class)
4. Entrance Card #4 (submit on BB) by Friday of Week 6

**March 2: Week 7**

Week 7 will describe the connection between language, literacy, and power. We will also discuss why considerations of what literacy means beyond reading, writing, speaking, and listening are central to understanding power and agency. I will introduce a framework that looks at power and language and how one can apply it to education.

*Guiding Questions:*

- How is literacy a social practice, and how does literacy count and for whom?

- How does literacy practice mediate power?
- Why is critical discourse analysis a useful framework for examining power and language?

*Readings & Homework Assignments due:*

1. Purcell-Gates, V. (2002). "As soon as she opened her mouth!": Issues of language, literacy, and power. In L. Delipt & J. Dowdy (Eds.) *The Skin that We Speak: Thoughts on Language and Culture in the classroom*. (pp. 121-141). New York, NY: New Press.
2. Baker-Bell, A. (2020). *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. Routledge. Chpt. 2. What's Anti-Blackness Got To Do Wit It?
3. Group Case Study: Language (in class)
4. Entrance Card #5 (Submit no BB) by Friday of Week 7

**March 9: Week 8 SPRING RECESS – No CLASSES**

**March 16: Week 9**

During Week 9, we will learn about the purpose for developing educational policy, what it is, and how it serves to guide school personnel who work with English learners in US schools. We will examine how educational policies related to learning English evolved from the Bilingual Education Act of 1968, Title VII of the Elementary & Secondary Education Act, and No Child Left Behind to Every Student Succeeds Act.

*Guiding Questions:*

- How is language in the ESSA open to interpretation? What are the implications of this interpretation?
- Given what you understand of language theories and language acquisition, how do policies related to teaching and learning English in the schools reflect that understanding?

*Readings & Homework Assignments due:*

1. Bring in 2 photos that will address the prompts, how does linguistic bias operate in my environment and how do others resist/challenge it?"

**March 23: Week 10**

During week 10, we will continue learning about educational policy related to language use in the school. We will focus on two specific laws that affected language programs for English learner students in grades who spoke additional languages in grades PreK-12.

*Guiding Questions:*

- How was Lau v. Nichols both a transformational language policy of its time and a reflection of linguistic bias?
- How does the Castañeda v. Picard ruling continue to both transform and perpetuate restrictive language policies for children and families who speak additional languages other than English?

*Readings & Homework Assignments due:*

1. Photo Elicitation & Photovoice Assignment #2: How does linguistic bias operate in my environment and how do others resist/challenge it? (Submit to VoiceThread on BB)
2. Lau v. Nichols court hearing (in class)
3. Lau v. Nichols summary
4. Review Week 9 PPT on Educational Policies
5. Castañeda v. Picard summary
6. Group Case Study: Sex, Gender, & Gender Identity (in class)

**March 30: Week 11**

During Week 11 and the following weeks, we will learn about the linguistic resources of families with immigrant and refugee experiences who are English learners. We will focus on the role of multicultural liaisons who serve to bridge communication between home, school, and community especially with immigrant and refugee families.

- How is child linguistic brokering perceived as an empowering activity for children and families?
- What are the complexities of interpreting for families and children?
- What are the tensions that multicultural liaisons experience as they interpret for other families in English?

*Readings & Homework Assignments due:*

1. Reyes, Haines, & Clark/Keefe (2021). *Humanizing Methodologies in Educational Research*. Teachers College Press. Chpt. 4. Multicultural Liaisons
2. Perry, K. (2014). "Mama, sign this note": Young refugee children's brokering of literacy practices." *Language Arts*, 91(5), 313-325.
3. Group Case Study: Dis/Abilities (in class)
4. Entrance Card #6 (submit on BB) by Friday of Week 11

**April 6: Week 12**

During Week 12, we will describe assets-based biliteracy and classroom practice.

*Guiding Question:*

- What are some of the ways that linguistic minorities have been able to leverage their literacies in school settings?

*Readings & Homework Assignments due:*

1. Colomer, S. & Chang-Bacon, C. (2019). Seal of biliteracy graduates get critical: Incorporating critical biliteracies in dual-language programs and beyond. *Journal of Adult & Adolescent Literacy*, 63(4), 379-389.
2. Linda Christensen “Uncovering the Legacy of Language and Power”
3. Group Case Study: Immigrant Status (in class)
4. Entrance Card #7 (Submit on BB) by Friday of Week 12

### April 13: Week 13

During Week 13, we will focus on bilingualism practices in the U.S. and globally. We will examine snapshots of language programs from different countries and how language policies guide the teaching and learning of plurilingual school curricula and pedagogies.

#### *Guiding Questions:*

- How can effective instruction be delivered in classrooms with many home languages?
- How do communities with a small number of speakers fit in national language planning and educational policies?

#### *Readings & Homework Assignments due:*

1. Otsuka, Y. (2007). Making a case for Tonga as an endangered language. *The Contemporary Pacific*, 19(2), 446-473.
2. Zhu, G. (2014). The right to minority language instruction in schools: Negotiating competing claims in multinational China. *Human Rights Quarterly*, 36(4), 691-721.
3. Group Case Study: Immigrant Status (in class)

### April 20: Week 14

During Week 14, we will begin to conclude the course by focusing on policies that aim to guide inclusive and equity-based teaching and learning in Vermont schools and beyond. We will focus on ethnic studies and the local community movement related to language and literacy.

#### *Guiding Questions:*

- What is the meaning of a *hidden curriculum*?
- What is an ethnic studies-centered curriculum, and how is it different from multicultural education? How does it address the hidden curriculum in PreK-12 schools?

#### *Readings & Homework Assignments due:*

1. Bring 2 photos that address the prompt: Knowing what you know now, what would represent a humanizing language policy, and why?”
2. Cuauhtin, R.T., Zavala, M., Sleeter, C., Au, W. (2019). *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools.

3. Sleeter, C. E. & Zavala, M. (2020). *Transformative ethnic studies in schools*. Teachers College Press. (Chpt. 1)
4. Exit Card #8 (Submit on BB) by Friday of Week 14

### April 27: Week 15

During Week 15, we will use this time to work on your final photovoice assignment. You can choose to work in groups and/or consult the instructor. We will meet during the first part of class to troubleshoot the assignment and technologies. You can use the second half of class to complete your photovoice project.

*Readings & Homework Assignments due:*

1. Course Evaluations (in class)

### May 4: Week 16

Photovoice Projects in Small Groups  
Closure to Semester

## Grading Criteria/Policies

### Assignments:

#### 1. **9 Entrance/Exit Cards (5 points each = 45 pts.)**

The entrance/Exit card provides you with an entry point to the readings, whether it is at the beginning or at the end. You will be asked to respond to the following same prompts and to submit your responses on Blackboard by Friday of that same week by 5p.m.

- Describe 2 thing that inspired, engaged, or challenged your thinking about the topic. Provide a specific example.
- Include a question that you have based on your reading. What do you want to know or to clarify further?

Due dates for the Entrance Card are in the long version of the syllabus, as well as short version.

### Entrance Card Rubric Criteria:

Thoughtfulness (2 pts.)	I list 1 to 2 ideas that emerged from the reading. I share a quotation or citation to refer to an idea that prompted my thinking. I express why.
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Effort (1 pts.)	I am engaged in this process of writing and thinking through hard ideas.
Curiosity (2 pts.)	I share one to two questions that emerged from this reading or an idea that needs further clarification.

## 2. **Photo elicitation & Photovoice Assignments** (20 points each = 60 points)

You will be involved with creating a total of 3 photovoice projects over the course of the semester. The project requires two stages.

- a) Photo elicitation: bringing to class 2 photos that address a particular prompt, and sharing in a small/affinity group

**Photo-elicitation** is a method of interview in visual sociology and marketing research that uses images to elicit comments. The types of images used include photographs, video, paintings, cartoons, graffiti, and advertising, among others.

- b) Photovoice: A community-engaged process that involves photos and storytelling that brings to light critical issues and meant to engage dialogue. <http://yparhub.berkeley.edu/investigate-method/photovoice/>

### *#1 Photo elicitation & photovoice (20 points) (Due February 9)*

The purpose of this first assignment is to present a “snapshot” of who you are at this moment in time, knowing that identity is fluid and always changing. After reading Beverly Tatum’s book, you will gain some understanding of racial identity development and now you can use that knowledge to answer the prompt: How do I “see” my racial or ethnic (i.e., Asian American, white, Black, Biracial, Multiracial)? Through a photo elicitation activity, you will answer this prompt by taking 2 pictures of anything that you feel will represent your answer, knowing that one photo will not capture every element that makes up your identity. In the spirit of a beginning activity, I invite you to share how you “see” your racial/ethnic identity now, and at whatever stage you are in with experiencing yourself as being of a race or having an identity.

### *#2 Photo elicitation & photovoice (20 points) (Due March 23)*

The purpose of this second assignment is to better understand how some scholars have described language and literacy as a proxy for race and racism. Based on our review of language history in the U.S., you will gain some understanding about language ideology in the U.S., and the prejudice that is sometimes directed at non-native speakers of English or communities who use multiple varieties of English (i.e., Black vernacular English, Spanglish). You will use this

knowledge to take 2 photos that is a visual response to the prompt, how is English the norm in my present surroundings and how does it operate, and/or how is it resisted/challenged?

### *#3 Photo elicitation & photovoice (20 points) (Due May 4)*

The purpose of the third and final assignment for ECLD 056 is to draw upon your first two photovoice stories and your readings during weeks 10, 11, & 12 to reflect on the following prompt, knowing what I know now, what elements would represent a humanizing language policy, and why? You will take two photos on your mobile device that addresses this prompt. Same with assignments 1 & 2, you will engage in a photo elicitation process and in small/affinity groups you will interview each other about your photos. Afterwards, you will create your final photovoice on VoiceThread.

### **3. Gorski, P. & Pothini, S. – Case Studies on Diversity & Social Justice in Education (10 points each = 80 pts.)**

From week 3 to 12, you will organize into small groups for the purpose of analyzing a case study during the third part of class. Each group will submit a brief analysis on BB and receive a group grade for this analysis. There are a total of 8 case studies.

#### **Course Grading Distribution:**

1. Entrance Cards	45 points
2. Photo elicitation & photovoice	
Assignment #1	20 points
Assignment #2	20 points
Assignment #3	20 points
3. Case Study Group Work	80 points
Total: 185 points	

#### **Grading Scale:**

185 – 183	A+	164-162	C+
182- 178	A	161-158	C
177-175	A-	157-154	C-
174-172	B+	153-149	D+
171-168	B	148-145	D
167-165	B-	144-141	D-
164-162	C+	140-below	F
161-158	C		
157-154	C-		

153-149	D+
148-145	D
144-141	D-
140-	F

### **Attendance & Homework Policy**

Attendance: Being fully present, engaged, and ready to work with peers and instructor.

Everyone starts out with an “A” for attendance.

- 1 unexcused absence = permissible
- 2 unexcused absences = 2 points off final grade
- 3 unexcused absences = 5 points off final grade
- 4 unexcused absences = 7 points off final grade
- 5 unexcused absences = 10 points off final grade

Homework Policy: Completing and submitting assignments that address the criteria.

Everyone starts out with an “A” for homework.

- 1 Day later = 0 points
- 2 Days later = 1 point from assignment grade
- 3 Days later = 3 points from assignment grade
- 4 Days later = 5 points from assignment grade
- 5 Days later = 7 points from assignment grade
- 6 missed days or more = 10 points from assignment grade

### **Additional Course Information**

#### **Recording Class Sessions:**

Our class sessions may/will be audiovisually recorded for students in the class to refer back to, and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.”

#### **Research and Citation Help**

For help selecting research topics, finding information, citing sources, and more, ask a librarian. Although we’re working remotely, we’re eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian.



Howe Library: <https://library.uvm.edu/askhowe>

Dana Medical Library: <https://dana.uvm.edu/help/ask>

Silver Special Collections Library: <https://specialcollections.uvm.edu/help/ask>

### **Course Evaluation:**

At the end of the semester, you will receive a link to the course evaluation. I would greatly appreciate your time to fill out the evaluation. I use these evaluations for improving the course and I value your feedback.

The [Green and Gold Promise](#) clearly articulates the expectations that UVM has for students, faculty, and staff to remain compliant with all COVID-19 recommendations from the federal CDC, the State of Vermont, and the City of Burlington.

The [Code of Student Conduct](#) outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

### **Intellectual Property Statement/Prohibition on Sharing Academic Materials:**

Students are prohibited from publicly sharing or selling academic materials that they did not author (for example: class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity.

### **Tips for Success** (optional):

Course-specific study/preparation tips

*Here are a few resources for students on remote/online learning:*

- Checklist for success in <https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/>
- Academic support for online courses: <https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction>
- 30-minute webinar on online learning success (Mar 2020): [https://www.youtube.com/watch?v=Xp\\_MYsqQyvE](https://www.youtube.com/watch?v=Xp_MYsqQyvE)

Helpful resources other than the professor (e.g. [Undergraduate/Graduate Writing Center](#), [Supplemental Instruction](#), [Learning Co-op tutors](#), supplemental course materials)

### **Student Learning Accommodations:**

In keeping with University policy, any student with a documented disability interested in utilizing ADA accommodations should contact Student Accessibility Services (SAS), the office of Disability Services on campus for students. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with [Disability Related Flexible accommodations](#) will need to fill out the Disability Related Flexibility Agreement. Any questions from faculty or students on the agreement should be directed to the SAS specialist who is indicated on the letter.

### **Contact SAS:**

A170 Living/Learning Center;

802-656-7753

[access@uvm.edu](mailto:access@uvm.edu)

[www.uvm.edu/access](http://www.uvm.edu/access)

### **Important UVM Policies**

#### **Religious Holidays:**

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

<https://www.uvm.edu/registrar/religious-holidays>

#### **Academic Integrity:**

The policy addresses plagiarism, fabrication, collusion, and cheating.

<https://www.uvm.edu/policies/student/acadintegrity.pdf>

#### **Grade Appeals:**

If you would like to contest a grade, please follow the procedures outlined in this policy:

<https://www.uvm.edu/policies/student/gradeappeals.pdf>

### **Grading:**

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

### **Code of Student Conduct:**

<http://www.uvm.edu/policies/student/studentcode.pdf>

### **FERPA Rights Disclosure:**

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

### **Promoting Health & Safety:**

The University of Vermont's number one priority is to support a healthy and safe community:

#### **Center for Health and Wellbeing:**

<https://www.uvm.edu/health>

#### **Counseling & Psychiatry Services (CAPS)**

Phone: (802) 656-3340

**C.A.R.E.** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at

<https://www.uvm.edu/studentaffairs>

### **Final Exam Policy:**

The University final exam policy outlines expectations during final exams and explains timing and process of examination period. <https://www.uvm.edu/registrar/final-exams>

### **Alcohol and Cannabis Statement:**

The Division of Student Affairs has offered the following statement on alcohol and cannabis use **that faculty may choose to include, or modify for inclusion**, in their syllabus or Blackboard site:

#### **Statement on Alcohol and Cannabis in the Academic Environment**

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.