

**Language and Culture**  
**15:253:523:01**  
**Spring 2021**  
**3 Credits**

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| Office Hours: Wednesday 9-12 am or other times by appointment                                      | Prerequisites or other limitations:<br>15:253:520:F1  |
| Mode of Instruction:<br>___ Lecture<br>___ Seminar<br>___ Hybrid<br><u>_X_</u> Online<br>___ Other | Permission required:<br><u>_X_</u> No, if in Language Ed EdM Program<br><u>_X_</u> Yes, for non-Language Ed Students<br>Directions about where to get permission numbers:<br><a href="mailto:mary.curran@gse.rutgers.edu">mary.curran@gse.rutgers.edu</a> |

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

### Resources Available for Student Success

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at [success.rutgers.edu](https://success.rutgers.edu), and nearly all services and resources that are typically provided in-person are now available remotely.

### Learning Goals

This course is designed to deepen teacher candidates' knowledge of the relationship between language and culture and develop growing understanding and awareness of the multiplicity of their and their students' linguistic and cultural identities to guide them in their instruction, assessment and advocacy of their diverse students. Class sessions offer the opportunity to link to the local and global community in order to observe, participate and

critically reflect on ways to center the voices of our students and their families in our language and culture teaching practices as we teach and advocate for social justice.

During this course, we will focus on constructing knowledge related to the following standards.

## New Jersey Professional Teaching Standards

### *New Jersey Professional Teaching Standard 2*

#### Learning Differences

- Understanding practice of culturally responsive teaching;
- Need to adapt instruction to accommodate special learning needs
- Providing inclusive learning environments that enable each learner to meet high standards;
- Understanding individual differences in broader context, including attention to a learner's personal, family, and community experiences and cultural norms

### *New Jersey Professional Teaching Standard 3*

#### Learning Environments

- Creation of a supportive, safe, and respectful learning environment;
- Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions
- Collaboration with learners, families, and colleagues;
- Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment;
- Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues

### *New Jersey Professional Teaching Standard 4 and 5*

#### Content Knowledge and Application of Content Deep Content Knowledge of Discipline(s)

- Creating learning experiences to make content accessible and meaningful for students

### *New Jersey Professional Teaching Standard 7*

#### Planning for Instruction and Instructional Strategies

Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs

- Collaborative planning among teachers and with learners to support design of relevant learning experiences

### *New Jersey Professional Teaching Standard 9*

#### Professional Learning

Need for teachers to participate as active members of a professional learning community engaging in a variety of learning opportunities

- Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities
- Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection

### *New Jersey Professional Teaching Standard 10*

#### Leadership and Collaboration

Need for teachers to build relationships with parents, guardians, families, and agencies to support students' learning and well-being

- Collaboration with other school professionals to plan and facilitate learning;
- Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts

### *New Jersey Professional Teaching Standard 11*

Ethical Practice Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success

- Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior
- Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment.

### **Council for the Accreditation of Education Professionals CAEP (2013)**

This course satisfies the following CAEP requirements for the preparation of teacher candidates:

#### *Standard 1: Content and Pedagogical Knowledge*

Candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards

#### *Standard 2: Clinical Partnerships and Practice*

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development

### **ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers**

#### *Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines*

Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary

texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

## *Standard 6: Professional Development, Advocacy and Ethics*

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

## **TESOL Standards for Initial PK-12 Teacher Preparation**

### *Standard 2: ELLS in the Sociocultural Context*

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

### *Standard 5: Professionalism and Leadership*

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

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| Course Catalog Description |
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The relationship of linguistic, cognitive, attitudinal, and behavioral patterns within each culture and how they affect cross-cultural communication and language education.

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| Description |
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This course is designed to prepare teachers to teach language(s) and culture(s) for social justice. As a class we will work to answer the following questions: How can we center the voices and experiences of our students as we teach languages and cultures? In what ways can language teachers serve as advocates for the affirmation and sustainability of linguistic and cultural diversity and human rights? How can we develop our own and students' critical global competence?

This course will introduce possible ways to answer these questions by drawing upon knowledge gained through critical reflection on course readings, discussions, and activities.

We will ground our work by centering the voices and experiences of students, their families, and communities. We will discuss the language teacher's unique role in educating and advocating for students and families from diverse language and cultural backgrounds in today's global society. The course is guided by three goals:

- 1) Tackling inequality and promoting access to an equal education;
- 2) Raising the achievement of all students through meaningful learning that provides them with an equitable and high-quality education;
- 3) Providing students with an apprenticeship in the opportunity to become critical and productive members of a democratic society (Nieto and Bode, 2018, p. 6).

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| Text Books |
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## Required Texts:

(1) España, Carla and Luz Yadira Herrera (2020) *En Comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

(2) León, Jacquelyn. *Yo Soy/I Am*. BabyBooks.

## (3) Choice Books

The following books have been chosen to introduce us to a range of experiences of linguistic and/or cultural journeys via fiction. Select and read one of the following fiction books. Browse the books online to consider which one interests you. Please choose a book you have not read before, and I would like to encourage you to choose a book with a focus you are not familiar with, as these books have been chosen to introduce us to new experiences.

You can find or order these books at local bookstores, check them out at your local library, or you can order online.

I am limiting the groups to no more than five (5) people per choice book. Choose your book by Feb 3, and indicate which book you are reading at [<https://goo.gl/AcMGSP>]. You may want to do this *as soon as possible* so that it is more likely you will get your first choice. However, if you do not get to join a group that is your first choice, know that all of these books are excellent and will provide much to think about.

Evaristo, Bernardine. *Girl, Woman, Other*. Black Cat.

Gaasi, Yaa. *Homegoing*. Vintage.

Hamad, Mohsin. *Exit West*. Riverhead Books.

Lisa, See. *The Tea Girl of Hummingbird Lane*. Scribner.

*Additional readings are listed on the syllabus and will be made available online.  
Additional suggested readings may be added as necessary.*

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| Course Contributions |
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## 1. Participation (50%)

Aligned with our belief that learning happens in a sociocultural context, your virtual and online participation and attendance is essential to your and our learning this semester. Active participation includes reading assigned texts, preparing and submitting assignments that demonstrate having read course materials, participating in discussions, providing feedback and corresponding with your peers through virtual and online, threaded discussions and activities. **This includes uploading brief reflections on readings prior to our class time (4:30 on Wednesdays).**

These reflections can be informal, but need to demonstrate having read the assigned readings. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. **Absences (if not given with advance notice), incomplete submissions and/or tardiness will affect your grade.** To not have an absence, incomplete submission and/or tardiness drop your grade (for example, an A will drop to a B+, a B+ will drop to a B, etc...), you must notify me in advance and make arrangements to make up and submit the missed work. Because some assignments require your peers to read and respond to your work, it is imperative that you manage your time carefully, attend synchronous class sessions, meet with peers and community members at agreed-upon times, submit assignments by deadlines, and frequently check the course shell and your email for updates.

## 2. Language and Culture Portfolio (50%)

### ***Milestone Assignment #1: Global Citizenship Mentorship (10%)***

On February 3<sup>rd</sup>, you will meet Mr. Adam Gold and the high school students enrolled in the Highland Park Global Citizenship Project. You will take a mentorship role with a group of students who are developing a proposal for their 2021-2022 Global Citizenship Projects. This will require communication outside of class time with the students to support them as they develop their proposals. Mentorship includes taking an enthusiastic supportive leadership role to support these students in the process as listeners, resource and network sharers, and advocates for the students. You will support students so they are prepared to share their proposal on April 14<sup>th</sup>.

### ***Milestone Assignment #2: UJED/RU Virtual Exchange Project (10%)***

We will have three sessions in collaboration with students at the Universidad Juárez del Estado de Durango, Mexico focused on culture, music and identity. This activity will prompt an archeology of self and local-global cultures, and allow us the opportunity to develop our critical global competence as we communicate across difference, access multiple perspectives, and take action. Together with your peers, you will present the findings from your archeological search on April 28<sup>th</sup>.

### ***Milestone Assignment #3: Discussion of free choice reading (10%).***

We will choose a fiction book to read in order to investigate multiple identities, perspectives and experiences of crossing linguistic and cultural borders. **Book choice is due February 3rd. The Response Paper to Choice Book reading is due March 24th.**

**Milestone Assignment #4: *En Comunidad* Unit/Lesson Plans (10%).**

We will create thematic units in groups, and each student in the group will submit one lesson plan supporting the thematic unit. You will present and respond to your peers' units in class on **April 21st**.

**Milestone Assignment #5: *What's Going on in the World* (10%).**

As we develop our local-global competence, we will keep our ears and eyes open to global issues around the world and the way global issues influence our local community. Over the course of the semester, listen and share news from around the world with your classmates. On our last class, **May 5<sup>th</sup>**, we will present what we have been learning about what's going on in the world over the semester.

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| Grading Policy |
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95-100 A  
 90-94 B+  
 85-90 B  
 80-84 C+  
 75-79 C  
 70-74 D (for undergraduate students)

Rubric

The following rubric will be used when evaluating student work in this course. See the link for online participation guides for a further detailed rubric pertaining to the posts that you will make to the threaded discussions that will take place throughout the summer. These posts will be graded on a different point scale than the milestone assignments, and they will be factored into students' online participation grade.

|   | <b>Meets Expectations</b>  | <b>Does not meet Expectations</b>   |
|---|--|---|
| <b>Work pertaining to course assignments is submitted or conducted in a timely manner.</b>                    | Assignment is completed on time.   | Assignment is completed after deadline.   |
| <b>Assignment guidelines are followed.</b>  | Assignment follows the specified guidelines.   | Assignment does not follow guidelines and/or is incomplete.   |
| <b>Work pertaining to course assignments is thorough, thoughtful and supported with connections to course</b> | Assignment is completed in a comprehensive manner. It demonstrates application of the course topics and is supported by course texts and | Assignment makes few connections to the course texts and material, is not comprehensive, and/or is missing concepts relevant to |



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| <b>texts and materials.</b>   | materials.   | the topic under study.   |
| <b>Work pertaining to course assignments discusses critical aspects of the topic and is presented in a formal, academic manner.</b> | Assignment reflects appropriate use of language, sources, and makes an original contribution demonstrating the students' understanding of the topic. | Assignment is presented in an anecdotal and/or informal manner, uses sources appropriately, and/or does not demonstrate students' original ideas on the topic. |

## Academic Integrity

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

## Tentative Course Schedule\*

\*Note: Schedule may be subject to change, especially within the current context; any changes will be communicated with students as soon as possible. Please read email and announcements regularly and carefully and be vigilant for course information and/or changes in order to stay up to date with class communications.

## UNIT ONE: INTRODUCTION TO COURSE, EACH OTHER, CONCEPTS, & POLICIES

| <b>Week, Topic, and Overarching Question(s)</b>   | <b>Required Weekly Preparation</b>         | <b>Required Contributions</b>  |
|---|--|--|
|   | <b>Readings and Videos</b>                 | <b>Activities/Assignments</b>  |
| <b>Week 1</b><br><b>January 20</b><br><br><b>Topic(s):</b><br><br><b>Overarching Questions:</b><br>What is culture? | <b>Required Print Reading:</b><br><br>None | <b>Required Assignment 1:</b><br>As we work to create a community of practice focused on the teaching of language and culture for equity, we will begin by introducing ourselves to each other. I would like you to introduce yourself by sharing an item that represents you and your cultural identities to the class.<br><br>After class, get acquainted with the syllabus and the five milestone |



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|  |  | <p>assignments. Put the important dates of when milestone assignments are due on your calendar. Browse online to explore the choice book options. Select a book, and purchase it or check it out from the library so you can begin reading it as soon as possible. Fill out the Google doc <a href="https://goo.gl/AcMGSP">https://goo.gl/AcMGSP</a> indicating your book choice by Feb 3<sup>rd</sup>.</p> |
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## UNIT TWO LOCAL-GLOBAL IDENTITIES

| Week, Topic, and Overarching Question(s)   | Required Weekly Preparation<br><br>Readings and Videos  | Required Contributions<br><br>Activities/Assignments   |
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| <b>Week 2</b><br><b>January 27</b><br><br><b>Visit with Jacquelyn Leon, Locally Made, Globally Grown</b><br><br><b>Topic(s):</b><br><br><b>Overarching Questions:</b><br><b>How can we center our students' voices and experiences?</b><br><br><b>What is the relationship between language, culture and identity?</b> | <b>Required Print Reading:</b><br><br>España and Herrera, Chapter 1, Centering the Voices and Experiences of Bilingual Latinx Students<br><br>León, <i>Yo Soy/I Am</i><br><br>Nieto and Bode (2018) Chapter 5, Culture, Identity and Learning | <b>Required Assignment:</b><br><br>Write a two-page reflection on the ways you could use <i>Yo Soy/I Am</i> in your language teaching. How could you use it as you teach languages, cultures, and literacy skills? Please make links to the Nieto and Bode text where appropriate.<br><br>Upload to Canvas site. |

## UNIT THREE LOCAL-GLOBAL CITIZENSHIP

| Week, Topic, and Overarching | Required Weekly Preparation | Required Contributions |
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| Question(s)   | Readings and Videos   | Activities/Assignments  |
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| <b>Week 3</b><br><b>February 10</b><br><br><b>Visit with Adam Gold and HPHS RU/HP Global Citizenship Program Students</b><br><br><b>How can we develop local-global competence?</b> | <b>Required Print Reading:</b><br><br>Byker, E. Critical cosmopolitanism: Engaging Students in Global Citizenship Competencies English in Texas 43:2, pp. 18-22.<br><br>ACTFL Global Competence Statement:<br><a href="https://www.actfl.org/sites/default/files/news/GlobalCompetencePositionStatement0814.pdf">https://www.actfl.org/sites/default/files/news/GlobalCompetencePositionStatement0814.pdf</a><br><br>Bryan, K. C. & Gerald, JPB “Weaponization of English”<br><a href="https://www.language-magazine.com/2020/08/17/the-weaponization-of-english/">https://www.language-magazine.com/2020/08/17/the-weaponization-of-english/</a><br><br><b>Podcast:</b><br>Critical Conversations with Tasha Austin and Anel Surriel<br><a href="https://www.youtube.com/watch?v=KKVGbCU5VXE&amp;feature=youtu.be">https://www.youtube.com/watch?v=KKVGbCU5VXE&amp;feature=youtu.be</a><br><br><b>Resource to explore:</b><br>Critical Internationalization Studies Network<br><a href="https://criticalinternationalization.net/">https://criticalinternationalization.net/</a> | <b>Required Assignment:</b><br><br>Write a two-page reflection. Do you know any global citizens? Who? Why do you consider them to be a global citizen? What do you think you need to do to develop your own global competence?<br><br>How do Tasha Austin and Anel Surriel’s remarks in the NJTESOL/NJBE’s Critical Conversation’s podcast relate to what it means to be a global citizen?<br><br>Upload to Canvas site.<br><br>Consider joining the Critical Internationalization Studies Network. |

## UNIT FOUR

### TEACHING AND LEARNING CULTURE: In the Past and Present

| Week, Topic, and Overarching Question(s) | Required Weekly Preparation | Required Contributions |
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|  |                             | Activities/Assignments |

|  | Readings and Videos  |   |
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| <b>Week 4</b><br><b>February 10</b><br><br><b>How do we learn cultures?</b><br><br><b>How and why do we use stories in our language instruction?</b> | <b>Required Print Reading:</b><br><br>España and Herrera, Chapter 2 and 3, Examining Language Practices and Identities, and Telling Our Stories<br><br><b>Required Online Watching:</b><br>View “A Cajun Folktale and Zydeco,” one of the Annenberg Learner videos in the Teaching Foreign Languages K-12: A Library of Practice. You will need to register to use the free site. This video is at link number 12 in the library and can be found here:<br><br><a href="https://www.learner.org/resources/series185.html#">https://www.learner.org/resources/series185.html#</a><br><br>(Video duration: 27 minutes, 35 seconds) | <b>Required Assignment:</b><br><br>A) Watch the video, “A Cajun Folktale and Zydeco.”<br>Answer the following questions:<br>i) What strategies does Paris Granville use for the teaching of language and culture?<br>ii) How might the lesson be improved so that students take away a more nuanced and less stereotypical understanding of Cajun culture?<br>iii) Describe a follow up lesson that could be created would add a focus on affirming multilingualism and multiculturalism.<br>iv) How do you remember learning about new cultures in your own experiences with language instruction, and what experiences were most effective?<br><br>Upload to Canvas site. |

**UNIT FIVE**  
**TEACHING LANGUAGE AND CULTURE**  
**FROM A SOCIOPOLITICAL, HISTORICAL APPROACH**

| Week, Topic, and Overarching Question(s)  | Required Weekly Preparation<br><br>Readings and Videos  | Required Contributions<br><br>Activities/Assignments  |
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| <b>Week 5</b><br><b>February 17</b><br><br><b>Mentorship meeting with the HPHS Global Citizenship Program</b> | <b>Required Print Reading:</b><br><br>España and Herrera, Chapter 4, Knowing Our Histories to Understand the Present Moment<br><br>Universal Declaration of | <b>Required Assignment:</b><br><br>Write a short two-page reflection. Have you been able to explore histories, trace colonization or identify master narratives or create counter narratives in your teaching? How? Why or why not? |

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| <b>students.</b> | <p>Human Rights<br/> <a href="https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf">https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf</a></p> <p>Sustainable Development Goals<br/> <a href="https://www.un.org/sustainabledevelopment/">https://www.un.org/sustainabledevelopment/</a></p> | Upload to Canvas site. |
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## UNIT SIX NARRATIVES AND COUNTER NARRATIVES

| <b>Week, Topic, and Overarching Question(s)</b>  | <b>Required Weekly Preparation</b><br><br><b>Readings and Videos</b>   | <b>Required Contributions</b><br><br><b>Activities/Assignments</b>   |
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| <p><b>Week 6</b><br/> <b>February 24<sup>th</sup></b></p> <p><b>Visit with UADY UABIC English teacher Adriana Mejia Ojeda and HPHS Spanish Teacher Ignacio Esteban</b></p> | <p><b>Required Print Reading:</b></p> <p>España and Herrera, Chapter 5, Taking an Informed Stance Against Injustice</p> <p>Paris, D. (2012) Educational Researcher, Vol. 41, No. 3, pp. 93–97<br/> [available in Canvas site]</p> <p>Withers ET. Whiteness and culture. Sociology Compass. 2017;11:e12464. <a href="https://doi.org/10.1111/soc4.12464">https://doi.org/10.1111/soc4.12464</a><br/> [available in Canvas site]</p> | <p><b>Required Assignment:</b></p> <p>Write a short two-page reflection. How do the Withers and Paris articles add to our growing understandings of language and culture? How does this relate to taking an informed stance against injustice?</p> <p>Upload to Canvas site.</p> |

## UNIT SEVEN TEACHING THE WORLD

| <b>Week, Topic, and Overarching Question(s)</b> | <b>Required Weekly Preparation</b> | <b>Required Contributions</b><br><br><b>Activities/Assignments</b> |
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|   | Readings and Videos            |  |
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| <b>Week 7</b><br><b>March 3</b><br><br><b>How does remote instruction facilitate learning global perspectives?</b><br><br><b>We will join the “Teaching the World: How Remote Learning can Facilitate Global Perspectives” GSE webinar.</b> | <b>Required Print Reading:</b> | <b>Required Assignment:</b><br><br>Write a short two-page reflection on the session.<br><br>Upload to Canvas Site. |

## UNIT EIGHT

### TEACHING LANGUAGE AND CULTURE THROUGH MUSIC

| Week, Topic, and Overarching Question(s)   | Required Weekly Preparation<br><br>Readings and Videos   | Required Contributions<br><br>Activities/Assignments   |
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| <b>Week 8</b><br><b>March 10</b><br><br><b>Why is music a powerful tool for language and culture learning?</b><br><br><b>Exchange with UJED Students</b> | <b>Required Print Reading:</b><br><br>Schreiber, B. (2015) “I am what I am”: Multilingual identity and digital translanguaging. Language learning and technology: 19, pp. 69-87.<br><a href="https://www.lltjournal.org/item/2920">https://www.lltjournal.org/item/2920</a><br><br>Possibly more texts to be determined. | <b>Required Assignment:</b><br><br>UJED Students join us for introductions. <b>Please bring a song</b> with which you can introduce yourself.<br><br>Be prepared to discuss the relationship between music, language and identity. |

**SPRING BREAK!**

| Week, Topic, and Overarching Question(s) | Required Weekly Preparation<br><br>Readings and Videos             | Required Contributions<br><br>Activities/Assignments |
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| <b>Week 9</b><br><b>March 17</b>         | <b>Required Print Reading:</b><br>Enjoy reading your choice books! | <b>Required Assignment:</b>                          |

## UNIT NINE LITERATURE, CULTURE AND IDENTITY

| Week, Topic, and Overarching Question(s)  | Required Weekly Preparation<br><br>Readings and Videos | Required Contributions<br><br>Activities/Assignments                  |
|---|--|---|
| <b>Week 10</b><br><b>March 24</b><br><br><b>How does literature help us make cultural journeys? Tell counter narratives? See other perspectives?</b><br><br><b>Book Club Meetings</b> | <b>Required Print Reading:</b><br><br>Choice book      | <b>Required Assignment:</b><br><br><b>Choice book reflections due</b> |

## UNIT TEN TEACHING LANGUAGE AND CULTURE THROUGH POETRY

| Week, Topic, and Overarching Question(s)  | Required Weekly Preparation<br><br>Readings and Videos   | Required Contributions<br><br>Activities/Assignments   |
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| <b>Week 11</b><br><b>March 31</b><br><br><b>Why is poetry a powerful tool for</b> | <b>Required Print Reading:</b><br>España and Herrera, Chapter 6, Sustaining the Community<br>Across the Year with Poetry | <b>Required Assignment:</b><br><br>Collaboration with UJED students.<br><br>Read the chapter, select and bring a |

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| <b>language and culture learning?</b> | Selected poetry to be determined. | poem you would like to use in your future teaching and ideas about how you would use it to teach language and culture to sustain community. |
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## UNIT ELEVEN COLLABORATIONS IN LANGUAGE AND CULTURE TEACHING

| <b>Week, Topic, and Overarching Question(s)</b>   | <b>Required Weekly Preparation</b><br><br><b>Readings and Videos</b>  | <b>Required Contributions</b><br><br><b>Activities/Assignments</b>   |
|---|---|--|
| <b>Week 12</b><br><b>April 7</b><br><br><b>How do collaborations support language and culture learning?</b> | <b>Required Print Reading:</b><br><br>Center on Advanced Research in Language Acquisition<br>Create an Assessment Unit Step by Step:<br><a href="https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html">https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html</a><br><br>Example thematic units:<br><a href="https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html">https://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html</a> | <b>Required Assignment:</b><br><br>Use this week to catch up on your collaborations and prepare for your unit presentations. |

## UNIT TWELVE DEVELOPING GLOBAL CITIZENSHIP

| <b>Week, Topic, and Overarching Question(s)</b>   | <b>Required Weekly Preparation</b><br><br><b>Readings and Videos</b>                            | <b>Required Contributions</b><br><br><b>Activities/Assignments</b>  |
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| <b>Week 13</b><br><b>April 14</b><br><br><b>How do capstone projects support language and culture learning?</b> | <b>Required Print Reading:</b><br><br>Read HPHS students' global citizenship project proposals. | <b>Required Assignment:</b><br><br>Have met with your mentees to prepare them for their global citizenship proposal presentations.<br><br>Prepare for upcoming presentations. |



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| <b>Mentorship meeting with the HPHS Global Citizenship Program students.</b> |  |  |
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## UNIT THIRTEEN THEMATIC UNITS

| <b>Week, Topic, and Overarching Question(s)</b>  | <b>Required Weekly Preparation</b><br><br><b>Readings and Videos</b> | <b>Required Contributions</b><br><br><b>Activities/Assignments</b>                                     |
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| <b>Week 14</b><br><b>April 21</b><br><br><b>Why are integrated performance assessment thematic units powerful tools for language and culture learning?</b><br><br><b>Unit Plan Presentations</b> | <b>Required Print Reading:</b>                                       | <b>Required Assignment:</b><br><br><b>Be prepared to present your unit plan and lessons in groups.</b> |

## UNIT FOURTEEN ADVOCACY AND LANGUAGE EDUCATION

| <b>Week, Topic, and Overarching Question(s)</b>   | <b>Required Weekly Preparation</b><br><br><b>Readings and Videos</b>  | <b>Required Contributions</b><br><br><b>Activities/Assignments</b>                        |
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| <b>Week 15</b><br><b>April 28<sup>th</sup></b><br><br><b>How can we support and advocate with and for our</b> | <b>Required Print Reading:</b><br><br>España and Herrea, Chapter 7, Being a Reader, Writer, Researcher, and Advocate with and for Bilingual Latinx Students | <b>Required Assignment:</b><br><br><b>Collaborative presentations with UJED students.</b> |

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| students? | <p>ACTFL Position Statements<br/> <a href="https://www.actfl.org/advocacy/actfl-position-statements">https://www.actfl.org/advocacy/actfl-position-statements</a></p> <p>NJTESOL/NJBE Advocacy Page<br/> <a href="https://njtesol-njbe.org/advocacy/">https://njtesol-njbe.org/advocacy/</a></p> <p>NJTESOL/NJBE Statement of Solidarity against Anti-Black Racism<br/> <a href="https://njtesol-njbe.org/wp-content/uploads/2020/06/Anti-Racism-statement.pdf">https://njtesol-njbe.org/wp-content/uploads/2020/06/Anti-Racism-statement.pdf</a></p> |  |
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## UNIT FIFTEEN SUMMARY AND CALL TO ACTION

| Week, Topic, and Overarching Question(s)                       | Required Weekly Preparation<br><br>Readings and Videos | Required Contributions<br><br>Activities/Assignments   |
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| <p>Week 16<br/>May 5</p> <p>What are our course takeaways?</p> | <p>Required Print Reading:</p>                         | <p>Required Assignment:</p> <p><b>What's Going on in the World?</b><br/> Write five bulleted items from the local-global news to share with your classmates.</p> <p>Write a two-page, bulleted (or not) critical reflection on takeaways from this class.</p> <p>Upload to Canvas Site</p> |