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~Spring 2021~

6 Multilingualism in the U.S.



Your Professor

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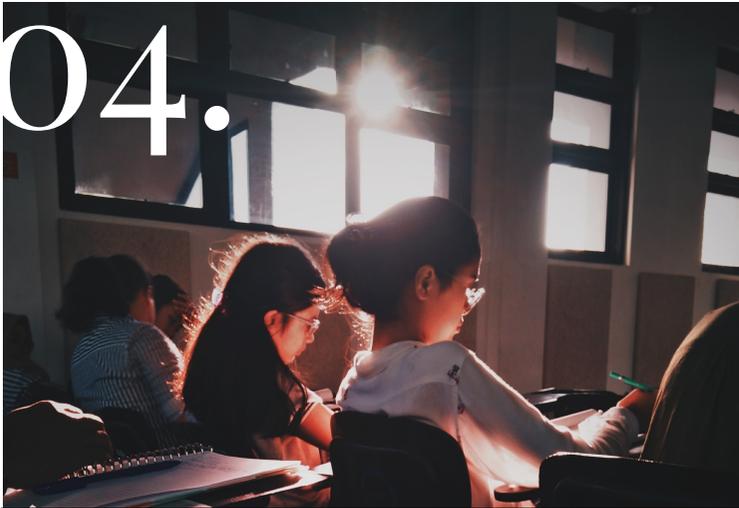
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What is this class about?

We will explore the topic of multilingualism in the U.S. from multiple perspectives. This will include the issues of multiculturalism, identity, immigrant experiences, language change, dialects, psychology, policy, and education, among others. We will discuss the experiences of a variety of different multilingual communities in the U.S. and how their stories help us understand the larger tapestry of multilingualism and language diversity.

This course is highly interactive with each person's own experiences contributing to our understanding of what it means to be multilingual in the U.S. Thus, you will be asked not only to read and understand the content offered by the various authors we will be reading, but also to reflect on how it relates to your own experiences and the experiences of those who are close to you.

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Course Learning Outcomes

1. Gain a deeper understanding of linguistic diversity in the United States through an examination of American English and its varieties, world languages in the U.S., and the experiences of minority language speakers.
2. Promote an understanding of individual and societal bi-/multilingualism.
3. Explore political, social, educational, and moral questions and issues that relate to language diversity in the U.S., and take positions.

Diversity Overlay Learning Outcomes

1. Describe the histories and/or experiences of one or more U.S. cultural groups and the resilience and agency of group members.
2. Identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures.
3. Analyze the intersection of the categories of race and gender as they affect cultural group members' lived realities and/or as they are embodied in personal and collective identities.
4. Recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within cultural groups complicate individual and group identities. For the purposes of this document, "cultural group(s)" refers to historically oppressed groups in the United States such as: African Americans, Asian Americans, Pacific Islanders, Latino/as, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer identified people).

General Education Learning Outcomes

1. Analyze how power and social identity affect social outcomes for different cultural and economic groups using methods of social science inquiry and vocabulary appropriate to those methods.
2. Demonstrate an understanding of and ability to apply accurately disciplinary concepts of the social or behavioral sciences.
3. Demonstrate an understanding of and the ability to effectively plan or conduct research using an appropriate method of the social or behavioral sciences.

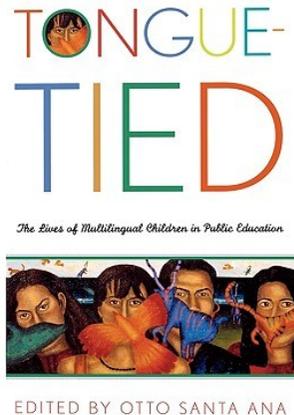
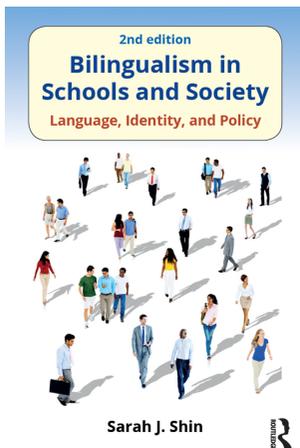
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EXPECTATIONS

What I expect of you...

- Come prepared for class discussions by having read the assigned text and watched the video lecture
- Demonstrate respect and professionalism in your interactions
- Refrain from distractions - phone, computer, etc.

TEXTBOOKS



What you can expect from me...

- Support your learning by bringing in additional research and examples and facilitating discussion
- Respond to e-mails within 48 hours (not including weekends)
- Work to create an equitable classroom environment where all students feel respected and able to learn



Assignments

READING REFLECTIONS

After completing the readings, post your thoughts on them on Slack by **Tuesday at midnight**. The response should be at least a paragraph long and can include what you found interesting, what you disagreed with and why, how it relates to your own experiences or to other readings, whether it prompted you to wonder about something, etc. Up to four reflections can be missed without penalty.

25% of grade

GRADING SCALE

A	94 - 100%	C	74 - 76%
A-	90 - 93%	C-	70 - 73%
B+	87 - 89%	D+	67-69%
B	84 - 86%	D	60 - 66%
B-	80 - 83%	F	0 - 59%
C+	77 - 79%		

MULTILINGUALISM AROUND THE WORLD PRESENTATION

Your group will research a specific multilingual community and give a 10-minute presentation on it.
Dates: **February 10 & 17**

10% of grade

READING PRESENTATION

You and a partner will record a 10-15-minute presentation describing the main points of a paper different from the required readings. Include 3 thought-provoking questions at the end. Record your presentation using Zoom and send the link to Dr. Higby by Sunday night. Presenter readings are posted on Blackboard.

10% of grade

LANGUAGE HISTORIES PAPER

You will describe the life of a multilingual individual. This could be a family member, friend, or classmate. The paper should be 5-7 pages long, double-spaced. The deadline is **March 19th**.

20% of grade

RESEARCH PAPER

Choose one of the topics covered in class. Select 5 academic papers on the topic and write a literature review based on those five papers (and any other readings from the course). Topic must be approved by March 24th. The final paper is due **May 14th**.

Outline: 5%

Annotated bibliography: 5%

Research paper: 25%

10.

Course Policies

ACCESSIBILITY SERVICES

Accessibility Services provides academic accommodations and support services to address the individual needs of students with differing abilities, permanent disabilities, or temporary disabling conditions. Students with documented disabilities and functional limitations are eligible for services designed to provide equivalent access to all educational general campus and classroom programs and activities. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students with disabilities needing accommodations should speak with Accessibility Services (www.csueastbay.edu/accessibility/).

INCLUSIVE LEARNING COMMUNITY

All students are expected to demonstrate respect, compassion, and understanding while engaging in the learning process. Support and encourage each other. Students of all backgrounds should feel comfortable in the classroom and in online interactions in order for successful learning to take place. Please speak to me if you experience any harassment, belittlement, or hostility by other students in class.

INTER-PROFESSIONAL TEAMWORK

Speech-Language Pathologists require inter-professional collaboration and teamwork. Collaborative learning approaches help to develop these skills by teaching students to be flexible, communicate effectively, listen actively, manage time and effort, and work together to solve complex problems.

ACADEMIC INTEGRITY

Effective learning in this class will benefit from both individual and collaborative work. You are encouraged to study and work together on any of the course assignments. However, you must complete and submit your own work, written by you. Plagiarism of someone else's work is not tolerated. Students are required to uphold the standards of academic integrity described in the catalog at <http://www.csueastbay.edu/aps/academic-policies/academic-dishonesty.html>.

CLASS MATERIALS

Sharing of course materials is prohibited. No materials used in this class, including, but not limited to, lecture recordings, slides, handouts, activities, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Violation of this policy by a student could lead to Student Misconduct proceedings.