University of Ottawa - Faculty of Education: Syllabus Winter 2023

**EDU5244: ONLINE**

**BILINGUAL, MULTILINGUAL AND MINORITY CONTEXTS OF LANGUAGE EDUCATION**

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**Welcome to EDU5244!**

**Calendar Course Description**

Examination of conceptualizations of bilingual and multilingual and education in diverse contexts with an emphasis on Canada; analysis of issues related to the educational success of immigrants and members of minority groups and their integration into schools and society.

**Course Objectives**

This course is designed to examine the meanings and implications of bilingual, multicultural and plurilingual education and to explore the role of culture in second language learning.

Topics include: immigration, ethnic and linguistic minorities, identity and the construction of subjectivity; the ethical responsibilities of educators; racism; sexism; heteronormativity and homophobia; socio-economic class; ability; ethnicity; and culture. We will examine these issues from second language perspectives (bilingual, multicultural and plurilingual), both theoretically and practically.

The Brightspace folders contain all of the course material (open access) with the exception of an optional and relatively inexpensive course text that I feel is especially useful for practitioners. It is available as an e-book download at Multilingual Matters (see the link on Brightspace): *A Parents' and Teachers' Guide to Bilingualism* by Colin Baker,

This course will be challenging in the sense that I will be asking you to examine your own values and beliefs in light of the current academic literature and post them on Brightspace. Much of what we will cover will be sensitive. I will ask you to be guided by a sense of respect for your classmates and ethical responsibility as we work through the course material.

At the time of writing, I have not been informed if I will have a TA. In any case, please note that I am ultimately responsible for grading all aspects of the course and will double check grades before they become official. So, any questions about grading should be sent directly to me.

I have also posted additional resources on my own personal website FYI.

go to <http://douglasfleming.weebly.com> The password for the files is "patrick".

This is an asynchronous course. In other words, there is no expectation that you will have to participate in assignments at the same time as your classmates. However, you do have the option of attending the live-streaming of lectures and working with partners for your discussion/blog contributions. Please communicate with me if you intend to submit assignments as part of a group. Please seek any tech help from distance education: distance@uottawa.ca

**Expectations**

#### All of us in the class are professionals and deserve to be treated as colleagues. I want to stress that mutual respect as paramount. Language or behavior that is racist, sexist, or otherwise not inclusive will not be tolerated and will be brought to the attention of the Dean or his designates.

**Lecture Schedule**

Lectures will be live streamed and recorded on TUESDAYS unless noted below (exact times to be determined after I have a chance to consult the class at the start of the course). The recordings will be posted within 48 hours. Attendance during the live-streaming of the lectures is NOT mandatory.

*Note: There is no class during Reading Week: February 20-24*

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| Week 1 | Course introduction  Lecture 1: Bilingual Education Theories and Models |
| Week 2 | Lecture 2: Bilingualism, Multiculturalism and Plurilingualism  Readings to be discussed:   * Anzaldúa, G. (1987). Borderlands/La Frontera: The new Mestiza. San Francisco: Aunt Lute Books, 1987. * Cenoz, J. & Gorter, D. (2011). A holistic approach to multilingual education: Introduction. Modern Language Review, 95, iii, 339-343. * Franceschini, R. (2011). Multilingualism and multicompetence: A conceptual view. Modern Language Review, 95, iii, 344-355. * Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & K. Toohey (Eds), Critical pedagogies and language learning (pp. 30- 52). Cambridge: Cambridge University Press. * May. S. (2008). Bilingual/immersion education: What the research tells us. In J. Cummins & N. Hornberger (Eds.), Encyclopedia of language and education (2nd ed.) (vol.5) (pp.19-34). New York: Springer. |
| Week 3  1st assignment due | Lecture 3: Immigrants Refugees Indigenous Peoples and Linguistic Minorities  Readings to be discussed:   * McCarty, T. L. (2003). Revitalizing Indigenous languages in homogenizing times. Comparative Education, 39, 2, pp.147-163. * Tecle, S. & James, C. (2014). Refugee students in Canadian schools: Educational issues and challenges. In C. Brewer & M. McCabe (Eds.), Immigrant and refugee students in Canada (pp. 147-160). Brush Press: Edmonton, AL. * Asadi, N. (2014). The value of language in refugee youths’ construction of identity. In C. Brewer & M. McCabe (Eds.), Immigrant and refugee students in Canada (pp. 161-173). Brush Press: Edmonton, AL.   The following texts can be skimmed for general background content:   * Knowles, V. (2000). Forging our legacy: Canadian citizenship and immigration, 1900–1977. Available at: <http://www.cic.gc.ca/english/resources/publications/Legacy/acknowledge.asp> * Citizenship and Immigration Canada (2015). For new immigrants. Available at: <http://www.cic.gc.ca/english/residents/new_immigrants.asp> * Citizenship and Immigration Canada (2015). Facts and Figures. Available at:   <http://www.cic.gc.ca/english/resources/statistics/menu-fact.asp>   * Truth and Reconciliation Commission   <http://reconciliationcanada.ca/?gclid=CLC3w6LPpc4CFQMMaQod1moICw> |
| Week 4 | Lecture 4: Identity Language and Culture  Readings to be discussed:   * Norton, B. (2014). Identity and poststructuralist theory in SLA. In S. Mercer & M.Williams (Eds.). Multiple perspectives on the self in SLA (pp. 59-74). Bristol, UK: Multilingual Matters. Available at: <http://faculty.educ.ubc.ca/norton/Norton%20in%20M%20and%20W%202014.pdf> * Hinkel, E. (2014). Culture and pragmatics in language teaching and learning. In M. Celce-Murcia, D. Brinton, & M. Snow (Eds.), Teaching English as a Second or Foreign Language (4th ed.). Heinle & Heinle, 394-408. Available on line at http://www.elihinkel.org/downloads/Culture\_and\_Pragmatics.pdf * Kanno, Y, & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. Journal of Language, Identity and Education, 2, 4, 241–249. * Carroll, S., Motha, S. & Price, S. (2008). Accessing imagined communities and reinscribing regimes of truth. Critical Inquiry in Language Studies, 5, 3, 165-191. * Block, D. (2007). The rise of identity in SLA research. The Modern Language Journal, 91, 07, 863–876. |
| Week 5 | Lecture 5: Prejudice Discrimination and Representation  Readings to be discussed:   * Hall, S. (2000). Heroes or villains? Stereotyping as a signifying practice. In J. Iseke & N. Wane (Eds.), Equity in schools and society. (pp. 97-109). Toronto: Canadian Scholars’ Press. * McIntosh, P. (2005). White privilege: Unpacking the invisible backpack. In P. Rothenberg (Ed.), White privilege: Readings on the other side of racism (2nd ed.)(pp. 109-113). New York: Worth Publishing. * Mukhopadhyay, C. and Henze, R. (2003). How real is race? Using anthropology to make sense of human diversity. Phi Delta Kappan 84, 9, 669-678. * James, C. (2005). Race in play: Understanding the social/ cultural world of student athletes. Toronto: Canadian Scholars’ Press. * Leonardo, Z. (2004). The color of supremacy: Beyond the discourse of white privilege. Journal of Educational Philosophy and Theory 36, 2, 137-52. |
| Week 6 | Lecture 6: Racism and Linguicism  Readings to be discussed:   * Dei, G., James, I, Karumanchery, L., Wilson, S. & Zine, J. (2000). Removing the margins: The challenges and possibilities of inclusive schooling. Canadian Scholars Press: Toronto. * Rezai-Rashti, G. (2005). The persistence of colonial discourse: Race, gender and Muslim students in Canadian schools. In V. Zawilski & C. Levine-Rasky (Eds.), Inequality in Canada: A reader on the intersections of gender, race and class (pp. 178-187). Don Mills: Oxford University Press. * Zine, J. (2003). The challenge of anti-Islamphobia education. Orbit, 3, 3, 39-41. * Lee, E. (1994). Taking multicultural antiracist education seriously. In B. Bigelow, S. Christiansen, B. Karp, B. Miner & B. Peterson, B. (Eds.), Rethinking our classrooms: Teaching for Equity and Justice. (pp. 19-22). University of Wisconsin-Madison Press. |
| Reading Week | No class: week of February 20-24 |
| Class 7 | Lecture 7: Gender and SLE  Readings to be discussed:   * Jackson, S., & Gee, S. (2005). 'Look Janet', 'No you look John': Constructions of gender in early school reader illustrations across 50 years. Gender and Education, 17, 2, 115-128. * Coulter, R. (2003). Boys doing good: Young men and gender equity. Harvard Educational Review 55, 135-145. * Pavlenko, A. (2004). Gender and sexuality in foreign and second language education: Critical and feminist approaches. In B. Norton & K. Toohey (Eds.), Critical pedagogies and language learning (pp. 53- 71). Cambridge: Cambridge University Press. * Catalyst (2015). Women in academia. Available at: <http://www.catalyst.org/knowledge/women-academia> |
| Class 8  Week of June 23 | Lecture 8: Social Class and SLE  Readings to be discussed: Social class, Heteronormativity and Ability   * Rampton, B., Harris, R., Collins, J. & Blommaert, J. (2008). Language, class and education. In S. May & N. Hornberger (Eds.), Encyclopedia of language and education (2nd ed.)(vol.1)(pp. 71-81). New York: Springer. * Fransoo, R., Ward, T., Wilson, E., Brownell, M., and Roos, N. (2005). The whole truth: Socioeconomic status and educational outcomes. Education Canada 45, 3, 6-10. * Maynes, B. (2001). Educational programming for children living in poverty: Possibilities and challenges. In J. Portelli, J. and P. Solomon (Eds.), The erosion of democracy: Critique to possibilities (pp. 269-297). Calgary: Detselig. * Morris, M. (2005). Queer life and school culture: Troubling genders. Multicultural Education, 12, 3,8-13. * Gordon, L. (1994) What do we say when we hear faggot? In B. Bigelow, S. Christiansen, B. Karp, B. * Wendell, S. (1996). Who is disabled? Defining disability. In SW. Wendell (Ed.), The rejected body: Feminist philosophical reflections on disability (pp. 11-33). New York: Routledge. * Frazee, C. (2000) Body Politics. Saturday Night Magazine, Sept. 2, 2000 (pp. 41-43). |
| Class 10 | Lecture 9: Teacher Autonomy in SLE  Readings to be discussed: Teacher Decision-making   * Kelly, D. M., and Brandes, G. M. (2001). Shifting out of neutral: Beginning teachers' struggles with teaching for social justice. Canadian Journal of Education, 26, 437-454. * Kumashiro, K. (2004). Uncertain beginnings: Learning to teach paradoxically. Theory into Practice 43, 2, 111-115. * Fleming, D. (2015). A “complicated conversation” with the Canadian language benchmarks. Citizenship Education Research Journal 1, 44-55. (Available on my website) * Morgan, B. (2014). Teacher identity as pedagogy: Towards a field-internal conceptualization in bilingual and second language education. International Journal of Bilingual Education and Bilingualism, 7, 172-188. |
| Class 11 | Lecture 10: First Language Maintenance and Policy  Readings to be discussed: Assessment and School Policy   * Shohamy, E. (2004). Assessment in multicultural societies. In B. Norton & K. Toohey (Eds.), Critical pedagogies and language learning (pp. 72-92). Cambridge: Cambridge University Press. * Mitchell, K. (2001). Education for democratic citizenship: Transnationalism, multiculturalism and the limits of liberalism. Harvard Education Review 71,1, 51-78. * Corson, D. (1990). Language policy across the curriculum. Clevedon, Avon: Multilingual Matters. * Hird-Bingeman, K., McCabe, M. & Brewer, C. (2014). The ABLE program in the Waterloo Region District School Board. In C. Brewer & M. McCabe (Eds.), Immigrant and Refugee students in Canada (174-182). Brush: Edmonton AL. |
| Weeks 11/ 12  Individual zoom appointments with professor as scheduled  Completion of final paper | | |

Although the resources above are free open access (many of which have been linked directly through Brightspace), some are accessible only through the university library. Please check with IT Services if you experience difficulties accessing them.

**Assignments and Evaluation Methods**

Assignment 1: Critical Reflective Essay worth 30% of course grade

During the third week of the course, you are to post a personal narrative of a minimum of 500 and a maximum of 1000 words (4 pages, double-spaced, Times New Roman font, one-inch margins). You are to submit your reflection in the appropriate folder posted on BrightSpace in Microsoft Word format ONLY (this facilitates the provision of comments through the BrightSpace system).

This is an individual assignment.

Unless other arrangements are made in advance with me, this assignment will be shared with your classmates. However, the grades for this assignment will NOT be shared.

The purpose of this assignment is for you to present your experience to date in regards to second language education (either as a learner and/or a teacher) and to reflect on your overall orientation or philosophy.

Your assignment will be graded on how well you cover the following:

• Experience to date: What are your experiences as a (second) language learner and teacher?

• Academic: What teacher training/academic sources have influenced your work as a teacher and/or your

experiences as a learner?

• Convictions: As a result of the experiences and sources you have outlined, what do you believe is crucial

for effective second language teaching for bilingual/minority language students?

Concrete examples/vignettes to support your critical reflections are strongly encouraged. However please note that your ethical responsibilities in regards to this assignment include ensuring that schools or teachers involved cannot be identified and that no one is targeted for unreasonable criticism. Do not share anything you consider private or intimate.

An academically based format (APA recommended) is recommended for any citation you include for this assignment.

Assignment 2: Discussion/blog Contributions worth 30% of course grade

Starting the session 2 and ending in session 11, you are to post minimally one journal entry on the course discussion/blog each week in which you describe your reactions to the course lectures and readings for that week. You should thus post an original 10 journal entries for the course as a whole.

In addition, you must also minimally post two “reactions” in which you comment (constructively) on two contributions from your classmates.

This can be completed individually or (after arrangements have been made with me) as a group assignment. Of course, your classmates will be able to view your posts.

I am not insisting on a group assignment for this course given the difficulties regarding logistics in an on-line course such as this. In my experience, it is very difficult for people in radically different time zones to co-ordinate such an activity. We have colleagues registered in this course throughout the world!

Nonetheless, I would like to encourage you, if possible, to consider doing this assignment as a group activity. Only one class member of each has to post the contribution on behalf of the rest of the group. However, the contribution should clarify how each one of the group members has helped build the contribution. On your honor!

There is a tab in brightspace that you can use to seek partners.

Please let me know in a separate email or in the appropriate tab in brightspace if you intend to do this as a group assignment. Let me know who the members of your group are.

If you wish to join or build a group, please write four or five sentences (using the link in the appropriate Brightspace page) about yourself so that others can read them in the interests of finding potential group members. Highlight your second language learning and teaching experiences. Please don't mention anything you consider private or intimate.

The weekly posts must be completed BEFORE the Monday of the following week.

Each week’s entries are worth thus 3% of the course grade: (1 original + 2 reactions) X 10 weeks = 30.

Grading is based simply on whether you post as required as above.

If you are not comfortable using discussions/blogs, please see me to arrange an alternative.

No academically based analysis or format (such as APA) is required for this assignment. You are encouraged to be thoughtful and reflective while being professional in your comments. Do not engage in commentary that is insensitive or hurtful. In addition, do not include information that could be considered overly personal or intimate. Although we will provide feedback, because of the highly reflective nature of this assignment, grading will be based solely on whether you complete the required minimum journal entries on time each week. The aim of this assignment is to allow you to share your reflections on the course material.

Assignment 3: Final Essay worth 40% of course grade

On or before April 14, you are to submit on Brightspace a written assignment in the form of a literature review of between 3000 and 4000 words that examines a topic of your own interest related to bilingual, multilingual and plurilingual education. I encourage you to consider topics closely linked to your own concrete teaching practice.

The aim of this assignment is to give you an opportunity to produce a formal graduate level academic paper that clarifies your critical reflections on your chosen topic. Please see me if you need help in clarifying the topic of your paper.

I am very happy to talk to you (through zoom or other means) in order to discuss conceptual issues related to draft versions of this assignment. In fact, I want to talk individually to every student enrolled in the class during the last two weeks of the course! Please make it a priority to arrange an appointment. However, in the interests of fairness, I cannot edit written drafts.

You will be graded on your ability to write a paper that:

* conforms to academic organizational writing standards (clear introduction, body and conclusion) for a literature review;
* contains the logical progression of an argument;
* makes links to concrete teaching practice;
* conforms to formal academic APA referencing and citation style (or alterative).

For examples and guidelines on current APA style, consult the University’s Academic Writing Help Center at http://www.sass.uottawa.ca/writing/; or the on-line OWL/ Purdue Writing Lab at //owl.english.purdue.edu/owl/resource/560/01/

Please note that your final papers WILL NOT BE SHARED with your classmates. Naturally enough, the feedback and grades you receive will also NOT be shared.

I have an outline of my general expectations in terms of student writing and what constitutes a literature review posted on my website (address above). Please consult it carefully.

Late Assignment Policy

Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses in the Faculty of Education is a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Please see me if you need an extension on an assignment, which I am happy to give within the restraints provided under university regulations. Please ensure that extension arrangements are confirmed by email.

#### Academic Fraud

Plagiarism: Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question, to being expelled from the University, and even the revocation of a degree or diploma already awarded.

Intellectual Integrity: Honesty, probity, and moral integrity are of the utmost importance in interpersonal relations, and are thus the founding principles of a just and harmonious society whose members respect one another. Educational systems recognize that to educate is to promote the cardinal virtues: students must acquire not only the skills and knowledge specific to their discipline and a rich personal culture relevant in society, but also the moral behavior that allows them to be worthy citizens.

For useful guidelines, please consult <http://www.uottawa.ca/vice-president-academic/academic-integrity>

**Resources in Case of Sexual Violence**

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit the website <http://www.uottawa.ca/sexual-violence-support-and-prevention>

**Access Service - For students needing adaptive measures**

If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), contact Access Service right away:

• in person at the Desmarais Building, Room 3172, Laurier Avenue East;

• online at https://web3.uottawa.ca/sass/apps/ventus/student/

• by phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at http://www.sass.uottawa.ca/access/students/.

**Resources in Cases of Sexual Violence**

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**Interim Measures to Combat Racial Discrimination**

Based on a review University Policy 33, Section 8, the University President announced a set of interim measures to combat racial discrimination and to promote acceptance and inclusion on our campus and within our community. The latest information about these measures can be found at <https://www.uottawa.ca/respect/en/combatting-racism-on-campus>

In addition, you might be interested in the latest measures to promote Francophone and Indigenous students on campus at <https://www.uottawa.ca/francophonie-bilingualism/policies-regulations> and

[**https://www2.uottawa.ca/about-us/indigenous**](https://www2.uottawa.ca/about-us/indigenous)

**Grading Scale**

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| A+  90-100% | 10 points | Exceptional | Demonstrates a thorough knowledge of all relevant concepts and techniques; complete in content and presented in a clear, coherent and effective manner; novel and original. |
| A  85-89% | 9 points | Excellent | Demonstrates a thorough knowledge of all relevant concepts and techniques; complete in its content, with a clear and coherent presentation. |
| A-  80-84% | 8 points | Excellent | Demonstrates a thorough knowledge of relevant concepts and techniques; largely complete in its content and clearly presented; however, some minor aspect of the assignment which may pertain to content or effective communication is lacking. |
| B+  75-79% | 7 points | Very Good | Demonstrates adequate knowledge of relevant concepts and techniques; both informative and clearly presented; however, the response is incomplete as some substantive aspect of the assignment has been overlooked. |
| B  70-74% | 6 points | Very Good | Demonstrates adequate knowledge of relevant concepts and techniques; however, the response is incomplete as some substantive aspect of the assignment has been overlooked; in addition, there are difficulties with effective communication. |
| C+  65-69% | 5 points | Good | Demonstrates basic knowledge of relevant concepts and techniques; a substantive aspect of the assignment has been overlooked; in addition, the difficulties with effective communication result in a lack of clarity such that readers or listeners struggle to get the information. |
| C  60-64% | 4 points | Fail | As noted in revised Senate regulations, all grades below C+ (65%) are failing grades for graduate students. |