

IDS 2935(section 1JH1) Class number: 28025

## JUST ENGLISH?

*Tuesday* Period 4 (10:40am-11:30am) *Thursday* Periods 4-5 (10:40am-12:35pm)

*Online:* <https://ufl.zoom.us/j/91426907458>

Conveners: George Aaron Broadwell, Anthropology (co-convener); Emily Hind, Spanish; (co-convener); Maria Coady, Education; H el ene Huet, Smathers Libraries; Kenneth Kidd, English; Jorge Vald es Kroff, Spanish

### INSTRUCTOR INFORMATION

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Th 2:00-4:00pm on Zoom  
<https://ufl.zoom.us/j/93174124328>

### COURSE GOALS AND OBJECTIVES

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

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

### General Education Objectives and Learning Outcomes

This course is a humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within humanities disciplines.

### COURSE MATERIALS

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

### ASSESSMENT

#### Grade Scale and Policies

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

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

D- = 62-60

E = 59-0

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

#### Graded Course Components

- **Attendance and Participation = 5%**
- **Syllabus quiz 1%**
- **Midterm Exam = 14% (Friday, March 12)**
- **Final Exam = 20% (Thursday, April 30)**
- **1 Multi-step writing assignment = 30%**
  - **Abstract and annotated bibliography = 5%** (250 words, Friday Jan 29)
  - **First draft = 10%** (1000 words, Friday Feb 12)
  - **Final draft = 15%** (1000-1500 words, Feb 26)
- **4 Homework = 30%**
  - **My language history** (500 words, Friday, Jan 22)
  - **Targeted Interview Assignment** (1,000 words, Friday, March 5)
  - **Comparative Language Policy Assignment** (minimum 500 words, Friday, March 26)
  - **Chatino as a Mexican minority language** (300 words minimum, Friday, April 9)

**Topics for your writing assignment** Options for the research project include: expanding personal narrative, Coral Way digital archive, or Florida Maps Project. Don't like those topics? Review the syllabus. The topic choices are endless. Three of the many possible topic options:

### 1. Personal Language History/Narrative

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

Here are some questions to get you started:

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

### 2. Coral Way Digital Archive research

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

### 3. Florida Maps Project

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

## CALENDAR

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

# Module 1: EDUCATION

## Module Objectives

Student Learning Objectives (SLOs) are presented at the beginning of each module to inform you of the specific knowledge, skills, or abilities that will be assessed as well as the complexity of understanding that is expected. This allows you to focus on these items as you interact with the assigned instructional materials (lectures, readings, etc.).

By the end of this module, students will be able to:

- Understand an introduction to the course and the syllabus
- Outline personal language histories
- Analyze the history of English education policy in Florida

## Week 1 *My Language History*

### Objectives (Jan 12, 14)

- Get to know each other
- Identify important information about the course format and the syllabus
- Create a family history linguistic tree

### To Do

Please note that readings *not* linked on the page or from your required texts are available via the **Course Reserves** link in the left-hand navigation. In order to access ARES Course Reserves from off-campus, you must connect via the [UF Proxy Server](#) or VPN ([Links to an external site.](#)) first.

- Read the syllabus!
- Take the [Syllabus Quiz](#) as many times as you need to
- On first day of class, we'll meet the professors and each other
- Read Kit Yuen Quan, "The Girl Who Wouldn't Sing" p 13-21. (from the anthology *Tongue Tied*) [In Course Reserves on Canvas.]
- On the second day of class, we'll discuss the reading and the syllabus, and go over our own linguistic histories
  - Lecture:
  - Who is a bilingual?

## Week 2 *My Education History*

### Objectives (Jan. 19, 21)

- Learn about Coral Way and analyze the historical context for its creation and how the environment has shifted
- Read about writer's personal experiences with multilingualism

### To Do

- Rhina Espillat, "Translation" (poem) (from the anthology *Tongue Tied*) [In Course Reserves on Canvas.]
- Discuss Espillat's poem. Think about translations between languages as it relates to poetry and other literary genres.
- Maria R. Coady. "Origin of the Experiment." *The Coral Way Bilingual Program* (19-43) [In Course Reserves on Canvas.]
- Start discussing the sociohistorical context that led to the creation of the bilingual Coral Way school.
- [My Language History](#) write-up due at end of week

## **Week 3** *The Florida Scene, Linguistic Landscape*

### **Objectives (Jan. 26, 28)**

- Compare bilingual education models
- Investigate the language policy of Florida and compare to federal and other states' policies
- Recognize ways of using the Coral Way Oral Histories Archive

### **To Do**

- Potential guest lecture by Tina Certain, Alachua County School Board member
- Read [Article 2, Sec. 9 of FL State constitution \(Links to an external site.\)](#)
- Choose one of the districts listed under the Districts menu on the [Bilingual Education in Florida \(Links to an external site.\)](#) site
- Read the [Mission Statement \(Links to an external site.\)](#) for the Florida Association for Bilingual Education
- Discuss the history of the English-only movement in Miami-Dade County, Florida and the US
  - Lecture: The English-only movement
  - Link the above discussion to Coral Way
- Brief introduction to the Coral Way Oral Histories Archive

## **Week 4** *Introduction to UF Libraries*

### **Objectives (Feb 2, 4)**

- Introduction to the Libraries
- Use the Coral Way Oral Histories Archive

### **To Do List**

- Read at least 3 selections from the UF Smathers Library [Special & Area Studies Collections Blog \(Links to an external site.\)](#)
- Guest lecture by Dr. H el ene Huet on UF Libraries
- In-class workshop on Coral Way Digital Archives
- Create an [annotated bibliography](#) of 3 archive entries

## **Module 2: LINGUISTICS**

### **Module Objectives**

By the end of this module, students will be able to:

- Define stages of monolingual and bilingual language acquisition
- Identify experimental techniques used in studying infants
- Identify language brokering
- Identify unique expressions of bilingualism
- Describe and critique the Bilingual Advantage hypothesis

## **Week 5 Bilingual Language Development**

### **Objectives (Feb 9, 11)**

- Identify stages of bilingual language acquisition
- Compare bilingual and monolingual language acquisition
- Describe experimental techniques for studying language in infants

### **To Do List**

- Read Werker & Byers-Heinlein (2008). Bilingualism in Infancy: First Steps in Perception and Comprehension. *Trends in Cognitive Science*, 12, 144-151
- Watch Recorded lecture by Gigi Luk.
- In-class small group discovery and discussion of experimental techniques
- Submit **First Draft** of writing assignment

## **Week 6 Bimodal Bilingualism and Code-Switching**

### **Objectives (Feb 16, 18)**

- Recognize different forms of bilingualism expression
- Compare unimodal and bimodal bilingualism
- Contrast code-switching and code-blending

### **To Do List**

- Read Bishop, M. & Hicks, S. Orange Eyes. *Sign Language Studies*, 5, 188-230.
- Watch you-tube video in class, “coda voice”
- Read Gardner-Chloros, P. (2009). Introduction from *Code-switching*, pp. 1-19.
- Watch you-tube video in class, “las gemelas”
- Watch lectures:
  - Introduction to bimodal bilingualism
  - Introduction to bilingual code-switching

## *Week 7: Language Brokering*

### **Objectives (Feb 23, 25)**

- Define language brokering
- Contrast from other forms of brokering
- Contrast with professional interpretation and translation

### **To Do List**

- Read Lopez, B. (2019). Incorporating language brokering experiences into bilingualism research: An examination of informal translation practices. *Language and Linguistics Compass*. doi: 10.1111/lnc3.12361
- Invited Guest lecture by Belem López (Feb 23)
- Watch lecture in class
  - Introduction to language brokering
- Interview a language broker. **Assignment** due next week
- Submit **Final Draft** of writing assignment

## *Week 8: The Bilingual Advantage Hypothesis*

### **Objectives (March 2, 4)**

- Describe the bilingual advantage hypothesis
- Critique the pros and cons of the hypothesis

### **To Do List**

- Listen to ABC Australia podcast on the bilingual advantage [new, need to find link]
- Read Bhattacharjee, Y. (2012). *Why bilinguals are smarter* ([Links to an external site.](#)) *The New York Times*, p. SR12.
- Read Yong, E. (2016). *The bitter fight over the benefits of bilingualism* ([Links to an external site.](#)) *The Atlantic*.
- Class lecture on the bilingual advantage hypothesis
- Submit **Targeted Interview**

## *Week 9: Study Week*

### **Objectives (March 9, 11)**

- Study for the Midterm Exam
- Turn in Midterm Exam by the end of the week

# Module 3: ANTHROPOLOGICAL PERSPECTIVES

## Module Objectives

By the end of this module, students will be able to:

- Identify different ways that nations treat multilingualism via language policies
- Describe the relationships between language policies and literacies
- Identify connections between language policies and the development of language technologies

### *Week 10: Language Policies*

#### Objectives (March 16, 18)

- Identify varying language policies around world
- Describe varying kinds of standard languages in the world
- Distinguish official bilingualism from non-official bilingualism
- Identify examples of diglossia
- Describe and contrast ideas of language rights and human rights

#### To Do List

- Read Schiffman, Harold. "Introduction: Language policy and linguistic culture." *Linguistic Culture and Language Policy*, by Schiffman, Routledge. [Chapter 1 and 2]
- Watch Comparing language policies around the world
- Begin work on [Comparative Language Policy Paper](#)
- Watch Linguistic rights and human rights
- During class, examine use of non-English by English-speaking celebrities and politicians

### *Week 11: Literacies*

#### Objectives (March 23, 25)

- Distinguish cultures that emphasize literacy from those that do not
- Describe the factors that lead to differential access to written material in a language.
- Discuss the relationship between literacy and language endangerment



## To Do List

- Read Hinton, Leanne. “Language revitalization and language pedagogy: New teaching and learning strategies.” *Language and Education*, vol. 25, no. 4, 2011, pp. 307-318.
- Watch lectures:
  - Literacy around the world
  - Standard languages and access to literacy
- Rickford, John. (1997) “Using the Vernacular to teach the Standard ([Links to an external site.](#))” Revised version of talk given at California State University at Long Beach Conference on Ebonics.
- Submit [Comparative Language Policy Paper](#)

## *Week 12: Languages & Technology*

### Objectives (March 30, April 1)

- Identify key effects of technology on literacy
- Describe algorithmic bias and its effects in multilingual societies

## To Do List

- Read Kaplan, Frédéric. “Linguistic capitalism and algorithmic mediation.” *Representations*, vol. 127, no. 1, 2014, pp. 57-63.
- Watch lectures
  - Language, literacy, and technology
  - Algorithmic bias, linguistic variation, and language rights

## Module 4: LITERARY PERSPECTIVES

### Module Objectives

By the end of this module, students will be able to:

- Distinguish types of childhood multilingualism
- Discuss the legal status of multilingual children

## *Week 13: Children, Language, the Law*

### Objectives (Apr 6, 8)

- Distinguish types of childhood multilingualism
- Discuss the legal status of multilingual children

## To Do List

- Read *Tell Me How It Ends: An Essay in Forty Questions* by Valeria Luiselli.
- Read Traux, E. "Oaxacalifornia: Odilia Romero" *How Does It feel to be Unwanted? Stories of Resistance and Resilience from Mexicans Living in the United States*. Translated by Diane Stockwell, Boston: Beacon Press, 2018. pp. 39-51.
- Watch lectures:
  - The varieties of childhood multilingualism
  - Multilingual children and the law

## *Week 14: Multilingual Childhood & Children's Literature*

### Objectives (April 13, 15)

- Identify key characteristics of children's literature
- Discuss the role of language in children's literature

## To Do List

- Watch *Roma*
- Watch lectures
  - Constructing children's literature by guest lecturer Kenneth Kidd
  - Language and children's literature

## *Week 15: Final Reflections & Wrap Up*

### Objectives (April 20)

- Synthesize and discuss course themes from entire semester
- Prepare for Final Exam

## BIBLIOGRAPHY of COURSE READINGS

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

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

- Bhattacharjee, Y. (2012, March 18). Why bilinguals are smarter. *The New York Times*, p. SR12.
- Bialystok, Ellen, Fergus I. M. Craik, David W. Green, and Tamar H. Gollan. "Bilingual minds." *Psychological Science*, vol. 10, no. 3, 2009, pp. 89-129.
- Bishop, Michele, and Sheery Hicks. "Orange eyes: Bimodal bilingualism in hearing adults from Deaf families." *Sign Language Studies*, vol. 5, no. 2, 2005, pp. 188-230.
- Chimal, Alberto. *La partida*. Ilustraciones Nicolás Arispe. Fondo de Cultura Económica, 2015.
- Coady, Maria R. "Origin of the Experiment." *The Coral Way Bilingual Program*. Multilingual Matters, 2020, pp. 19-43.
- Cotte, Jorge. "Yalitza Aparicio's Success after 'Roma' Exposes Mexico's Ugly Truth of Anti-Indigenous Bigotry". *ReMezcla*. 22 February 2019.
- Davis, Jack. "El Golfo de México." *The Gulf: The Making of an American Sea*. Norton, 2017.
- Emmorey, K., Borinstein, H. B., Thompson, R., & Gollan, T. H. (2008). Bimodal bilingualism. *Bilingualism: Language and Cognition*, 11, 43-61.
- Espillat, Rhina. "Translation" (poem). [In Course Reserves]
- Fishman, J. A. "Language and Ethnicity: The View from Within." *The Handbook of Sociolinguistics*. 2017. pp. 327-343.
- Gardner-Chloros, Penelope. "Introduction." *Code-switching*, by Gardner-Chloros, Cambridge University Press, 2009, pp. 1-19.
- Grosjean, François. "Bilingualism: A Short Introduction." *The Psycholinguistics of Bilingualism*, edited by François Grosjean and Ping Li, Wiley-Blackwell, 2013, pp. 5-25.
- Hinton, Leanne. "Language revitalization and language pedagogy: New teaching and learning strategies." *Language and Education*, vol. 25, no. 4, 2011, pp. 307-318.
- Kaplan, Frédéric. "Linguistic capitalism and algorithmic mediation." *Representations*, vol. 127, no. 1, 2014, pp. 57-63.
- Kingston, Maxine Hong. "Finding a Voice". In *Language and Personal Identity*. pp. 13-18.
- Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House Press, 2017.
- Morales, Alejandro, and William E. Hanson. Language brokering: An integrative review of the literature. *Hispanic journal of behavioral sciences*, vol. 27, no. 4, 2005, pp. 471-503.
- Poplack, Shana. "Sometimes I'll Start a Sentence in Spanish y termino en español: Toward a Typology of Code-Switching." *The Bilingualism Reader*, edited by Li Wei, Routledge, 2000, pp. 221-256.
- Postman, Neil. *The Disappearance of Childhood*. Delacorte P, 1982. [excerpts]
- Quan, Kit Yuen. "The Girl Who Wouldn't Sing." In *Tongue Tied*. pp. 13-21. [In Course Reserves]
- Rickford, John. "Using the Vernacular to teach the Standard." Revised version of talk given at California State University at Long Beach Conference on Ebonics, March 29, 1997
- Schiffman, Harold. "Introduction: Language policy and linguistic culture." *Linguistic Culture and Language Policy*, by Schiffman, Routledge. [Chapter 1]
- Schiffman, Harold. "Typologies of multilingualism and typologies of language policy." *Linguistic Culture and Language Policy*, by Schiffman, Routledge. [Chapter 2]
- Semple, Kirk. "Mexico City as the Director of 'Roma' Remembers It (and Hears it)" *The New York Times*. 2 January 2019

- Traux, Eileen. "Oaxacalifornia: Odilia Romero." *How Does It Feel to Be Unwanted? Stories of Resistance and Resilience from Mexicans Living in the United States*. Translated by Diane Stockwell. Boston: Beacon Press, 2018. pp. 39-51.
- Valdes, Marcela. "Alfonso Cuarón" *The New York Times Magazine*. 13 December 2018.
- Werker, Janet F. and Krista Byers-Heinlein. "Bilingualism in Infancy: First Steps in Perception and Comprehension." *Trends in Cognitive Sciences*, vol. 12, no. 4, 2008, pp. 144-151.
- Williams, Vanessa. "Innocence Erased: How Society Keeps Black Boys from Being Boys." *Washington Post*. 21 Sept. 2018.
- Yong, E. (2016, February 10). The bitter fight over the benefits of bilingualism. *The Atlantic*.
- Zelizer, Viviana A. *Pricing the Priceless Child: The Changing Social Value of Children*. New York: Basic Books, 1981. [excerpts]

## UNIVERSITY POLICIES AND RESOURCES

### Attendance and make-ups

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

### Accommodations

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

### Course Evaluations

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

### Academic Integrity

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

**Resources Available to Students*****Health and Wellness***

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

***Academic Resources***

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

**Procedure for Conflict Resolution**

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