

## Harper College Graduate Equivalency Course (GEC) Syllabus

Exploring Multilingualism and Multiculturalism  
in the Community College Classroom in the U.S. Socio-Political Context

3.0 GEC Hours

Fall 2021

August 23<sup>rd</sup>—October 3<sup>rd</sup>, 2021

This an exclusively online, asynchronous class

### Faculty Information

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Jason Altmann, MPA [jaltmann@harpercollege.edu](mailto:jaltmann@harpercollege.edu)

Director, Access and Disability Services

Office hours: 8-4:30 pm (ADS) and online.

Alina Pajtek, Ph.D. [apajtek@harpercollege.edu](mailto:apajtek@harpercollege.edu)

Professor of ESL & Linguistics

Office Location/Hours: online/ TBD

### Course Information

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#### Course Description

This course deals with language oppression, systematic oppression, and the effect of the socio-political context on language; therefore, creating a safe space is an important aspect to this course. To this end, we are going to identify tools of language oppression through a social justice lens. This is critical in understanding the impact of the socio-political context on language, culture, and identity, and in creating a critical thinking pedagogy dialogue framework.

This course explores the relationship between language, culture, and the socio-political context and their relevance to the community college students. This course focuses on culture and belonging, language and identity, illiteracy in the USA, 'non-standard' Englishes, bilingualism/ multilingualism, and communication between cultures through the lens of respect and social justice framework.

#### Course Goals

- Engage faculty in discussions surrounding multilingualism and multiculturalism in the US socio-political context in general, and in the community college classroom in particular.
- Explore ways in which community college students' linguistic and cultural backgrounds can influence their academic success.
- Ultimately improve teaching and learning at Harper by raising participants' awareness of our students' multicultural perspectives and by exploring ways to incorporate such perspectives into participants' class curricula.
- Engage faculty to listen to students' stories with their experiences in multilingualism and multiculturalism.

#### Learning Outcomes

- Define culture, language, and belonging.
- Explore ways in which multilingualism and multiculturalism can influence students' academic success.

- Identify ways to incorporate our students' multicultural perspectives into class curricula.
- Implement (or prepare to implement) modifications of course related to diverse perspectives and cultures.
- Developing transformative learning and teaching environments to understand language oppression and its impact on students' experiences.
- Use (or prepare to use) methods of assessing diverse perspectives and cultures in the context of your discipline.

### Course Outline

1. Culture and belonging
  - a. Define culture
  - b. Define language and linguistics
  - c. Define belonging uncertainty
2. Language and identity
  - a. Immigrant identity and second language learning and identity
  - b. Language, culture, and identity
  - c. Language colonialism in the USA context
    - ASL/Deaf Culture, indigenous people/culture, and various immigrant groups
    - Latinx communities vs. other immigrant communities
3. New Language/cultural development vs language/tribal erasure
  - Nicaraguan Sign Language
  - Language erasure: Native Languages in USA.
3. Illiteracy in the USA
  - a. Illiteracy in hearing population
  - b. Illiteracy in deaf population
4. 'Non-standard' Englishes
  - a. Regional and social variation in hearing languages
  - b. Sociolinguistic variation and change in Sign Languages and in American Sign Language in particular
5. Bilingualism/ multilingualism
  - a. Linguistic, cultural, and political issues surrounding bilingual education in the US
  - b. Language deprivation
6. Communication between cultures through the lens of respect
  - a. Cross-cultural (mis)communication

### Required Text

The instructors will provide all materials on the Blackboard site.

### Student Expectations and Requirements

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- This course is an exclusively online class, and all sessions are asynchronous.
- Material will be posted online each Monday.
- Participants are expected to post twice a week—one original post must be made by Wednesday 11.59 PM, and one reply to another student's original post by Sunday, 11.59 PM.
- Each student is expected to lead the discussion one time during the course of the semester. All journals are due on Sunday at 11:59 PM. The final project will be due October 3<sup>rd</sup> at 11.59 PM.

## Course Requirements and Assignments

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1. Read the class materials and complete all online discussions.
2. Lead the discussion once a semester; when participants lead the discussion, they need to read the material in advance and come up with two discussion questions based on the assigned readings.
3. Submit journals and final project on time.
4. Late assignments are not accepted unless prior arrangements are made with instructors.

## Methods of Evaluation

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- Journals
  - Journal 1: Culture, language, belonging, and identity (40 points)
  - Journal 2: Cross-cultural communication (40 points)
  - Journal 3: 'Non-standard' Englishes (40 points)
  - Journal 4: Bilingualism/ Multilingualism (40 points)
- Discussions
  - 2 posts/ week x 9 weeks (10 points/ week= 90 points total)
- Discussion leading
  - Once a semester (50 points)
- Final project (due October 3<sup>rd</sup>, 100 points)
  - Participants select one of their courses to reflect on issues discussed in this class
  - Participants rethink/ change their own curriculum of the selected class and redesign curriculum to reflect what was learned in this course

**Total: 400 points** (the course is pass/fail; 320 points are needed to pass the class)

**Course Calendar (tentative)**

<p>Please find below the main readings for each week. Additional TED talks and other materials will be used to illustrate the concepts covered.</p> <p><b>Week 1: August 23<sup>rd</sup>- 29<sup>th</sup></b> Culture and belonging</p>	<p><b>Define culture</b></p> <ul style="list-style-type: none"> <li>Excerpt from Agar, Michael. <i>Language Shock: Understanding the Culture of Conversation</i>. New York: Wm. Morrow, 1993. Print.</li> </ul> <p><b>Belongingness uncertainty</b></p> <ul style="list-style-type: none"> <li>Excerpt from Verschelden, Cia. <i>Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization.</i> , 2017. Print.</li> </ul> <p><b>Social identity development</b></p> <ul style="list-style-type: none"> <li>Define Language: Traditional definition vs reframing what language means: video selection, Bauman, D. <i>On Becoming Hearing: Lessons in Limitations, Loss, and Respect</i>, TEDXGallaudet, Washington, DC: 2015.</li> </ul> <p><b>Immigrant identity and second language learning</b></p> <ul style="list-style-type: none"> <li>Excerpt from Norton, Bonny. <i>Identity and Language Learning: Extending the Conversation.</i> , 2013. Print.</li> <li>Christensen, Kathee M. And Gilbert L. Delgado. "Immigrant and Refugee Children Who are Deaf: Crisis Equals Danger Plus Opportunity." <i>Deaf Plus: A Multicultural Perspective</i>. San Diego: DawnSign, 2000. 93-120. Print.</li> </ul> <ul style="list-style-type: none"> <li><b>Post 1 due</b> Wednesday, 11.59 PM; <b>post 2 due</b> Sunday, 11.59 PM.</li> </ul>
<p><b>Week 2: August 30<sup>th</sup> –September 5<sup>th</sup></b> Language deprivation, oppression, and new language and culture development</p>	<p><b>Language deprivation</b></p> <ul style="list-style-type: none"> <li>video selection, Gulati, S. <i>Language Deprivation Syndrome</i> Brown University, Providence, RI: 2014.</li> </ul> <p><b>Oppression and erasure</b></p> <ul style="list-style-type: none"> <li>Krauss, Michael. "The World's Languages In Crisis." <i>Language</i> 68.1 (1992): 4-10. Web.</li> <li>Gerald Roche (2019) Articulating language oppression: colonialism, coloniality and the erasure of Tibet’s minority languages, <i>Patterns of Prejudice</i>, 53:5, 487-514, DOI: <a href="https://doi.org/10.1080/0031322X.2019.1662074">10.1080/0031322X.2019.1662074</a></li> </ul> <p><b>Language colonialism</b></p> <ul style="list-style-type: none"> <li><b>Journal 1:</b> Culture, language, belonging, and identity due Sunday, 11.59 PM.</li> <li><b>Post 1 due</b> Wednesday, 11.59 PM; <b>post 2 due</b> Sunday, 11.59 PM.</li> </ul>

<p><b>Week 3: September 6<sup>th</sup> -12<sup>th</sup></b> Cross-cultural (mis)communication</p> <p>Communication between cultures through the lens of respect</p>	<p><b>Interviewing in intercultural situations</b></p> <ul style="list-style-type: none"> <li>Gumperz, John J. "Interviewing in intercultural situations." <i>Talk at work: Interaction in institutional settings</i>, edited by Paul Drew &amp; John Heritage, Cambridge University Press, 1992, 302–27. Print.</li> </ul> <p><b>Cultural awareness development</b></p> <ul style="list-style-type: none"> <li>Gaston, Jan. <i>Cultural Awareness Teaching Techniques</i>. Pro Lingua Associates. Brattleboro, VT. 1984</li> </ul> <p><b>Communication of respect in interethnic encounters</b></p> <ul style="list-style-type: none"> <li>Bailey, Benjamin. "Communication of Respect in Interethnic Service Encounters." <i>Language in Society</i>, vol. 26, no. 3, 1997, 327–356. <i>JSTOR</i>, web.</li> </ul> <p><b>Communication through the visual orientation cultural lens</b></p> <ul style="list-style-type: none"> <li>Bahan, Benjamin. Memoir Upon the Formation of a Visual Variety of the Human Race. Retrieved <a href="https://deafgeographies.files.wordpress.com/2012/03/bahan-2011.pdf">fromhttps://deafgeographies.files.wordpress.com/2012/03/bahan-2011.pdf</a> on October 18, 2020.</li> </ul> <ul style="list-style-type: none"> <li><b>Journal 2:</b> Cross-cultural communication due Sunday, 11.59 PM.</li> <li><b>Post 1 due</b> Wednesday, 11.59 PM; <b>post 2</b> due Sunday, 11.59 PM.</li> </ul>
<p><b>Week 4: September 13<sup>th</sup> -19<sup>th</sup></b> Illiteracy in the USA</p>	<p><b>Implications of illiteracy</b></p> <ul style="list-style-type: none"> <li>Excerpt from Purcell-Gates, Victoria. <i>Other People's Words: The Cycle of Low Literacy</i>. Harvard University Press, 1995.</li> </ul> <p><b>Impact on illiteracy and "education expectation" of the deaf community globally.</b></p> <ul style="list-style-type: none"> <li>Retrieved Advancing Human Rights and Sign Language from <a href="https://wfdeaf.org/our-work/human-rights-of-the-deaf/">https://wfdeaf.org/our-work/human-rights-of-the-deaf/</a> on October 18, 2020.</li> </ul> <ul style="list-style-type: none"> <li><b>Post 1 due</b> Wednesday, 11.59 PM; <b>post 2</b> due Sunday, 11.59 PM.</li> </ul>
<p><b>Week 5: September 20<sup>th</sup> -26<sup>th</sup></b> 'Non-standard' Englishes</p>	<p><b>Folk linguistics and dialects</b></p> <ul style="list-style-type: none"> <li>Excerpt from Bauer, Laurie, and Peter Trudgill. <i>Language Myths</i>. London: Penguin Books, 1998. Print.</li> </ul> <p><b>Language and class</b></p> <ul style="list-style-type: none"> <li>Gos, Michael W. "Overcoming Social Class Markers: Preparing Working Class Students for College." <i>The Clearing House</i>, vol. 69, no. 1, 1995, pp. 30–34. <i>JSTOR</i>.</li> </ul> <ul style="list-style-type: none"> <li><b>Journal 3:</b> 'Non-standard' Englishes due Sunday, 11.59 PM.</li> <li><b>Post 1 due</b> Wednesday, 11.59 PM; <b>post 2</b> due Sunday, 11.59 PM.</li> </ul>

<p><b>Week 6: September 27<sup>th</sup> –October 3<sup>rd</sup></b> Bilingualism/ multilingualism Class wrap up/ final project activities</p>	<p><b>Linguistic issues surrounding bilingualism and multilingualism; triglossia</b></p> <ul style="list-style-type: none"> <li>Jarmel, Marcia, Ken Schneider, Wayne Wallace, Jon Jang, and B Q. Griffin. <i>Speaking in Tongues</i>. San Francisco, Calif.: PatchWorks Productions, 2010.</li> </ul> <p><b>Political issues surrounding bilingualism and multilingualism</b></p> <ul style="list-style-type: none"> <li>video selections, e.g., Cran, William, Christopher Buchanan, Robert MacNeil, Orlagh Cassidy, Allan Palmer, Joe Frost, and Paul Foss. <i>Do You Speak American?</i> Princeton, NJ: Films for the Humanities &amp; Sciences, 2005.</li> </ul> <ul style="list-style-type: none"> <li><b>Journal 4:</b> Bilingualism/ Multilingualism due Sunday, 11.59 PM.</li> <li><b>Post 1 due</b> Wednesday, 11.59 PM; <b>post 2</b> due Sunday, 11.59 PM.</li> <li><b>Final project due October 3<sup>rd</sup> 11.59 PM.</b></li> </ul>
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## Graduate Equivalency (GEC) Policies

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### Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

### Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and [kmichela@harpercollege.edu](mailto:kmichela@harpercollege.edu). After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded.

### Receiving Credit for GECs

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

### Final Grades

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

## Policies

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### Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to [www.harpercollege.edu/ads](http://www.harpercollege.edu/ads) and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, [ads@harpercollege.edu](mailto:ads@harpercollege.edu), Building I, Room 103.

**Equal Opportunity Statement**

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service