

## EDCI 3400: DECOLONIZING LANGUAGES & LITERACIES

Dr. Brittany Frieson

W 5:30-8:20

WOOTEN 321

### Instructor Information

- ★ Email: [brittany.frieson@unt.edu](mailto:brittany.frieson@unt.edu)
- ★ Office Hours: Thurs 11-1pm in MATT 205F, or by virtual appt.
- ★ Zoom link: [Dr. Frieson's Zoom](#)

### Required Texts

There are not any required textbooks for this course. All readings (journal articles, book chapters, etc.) and course materials (podcast episodes, blog posts, videos, etc.) can be found on our course Canvas site.

[Ethnic Studies Network of Texas](#)

### Course Requirements

Collaborative Circles.....	30%
Cultural and Linguistic Autoethnography.....	20%
Critical Curriculum Analysis.....	35%
Contribution.....	15%



*We Feel You- From the Ancestors.* Ricardo Levins Morales 2020.

### COURSE DESCRIPTION:

In this course, students will use theory centered on ethnic studies to *reimagine* classroom practices across multiple content areas in EC-12 classrooms. This course will critically examine colonized ways of thinking about languages and literacies in the classrooms that have historically harmed children and communities of color. Special emphasis will be placed on pedagogical practices that resist multiple and intersecting forms of oppression, and focus on matrices of resistance in various contexts.

## ASSIGNMENTS

### *Collaborative Circles*

Students will be expected to participate in 5-weeks, rotating writing and thinking groups. In these groups, students will share their reflective pieces and create a collaborative representation of their discussions on a weekly basis. Every 5 weeks, there will be a check-in that will evaluate each individual's contribution, including criticality, synthesis and reflection of course material. Each check-in is worth 10%.

### *Cultural & Linguistic Autoethnography*

Students will prepare a reflective paper about your cultural and linguistic heritages, identities, and experiences. The main components of this assignment are as follows: your family's cultural and linguistic heritages, your personal cultural and linguistic identities, and reflections on how your cultural and linguistic heritages, identities, and schooling experiences will affect your understanding of your students' intersecting identities and the communities they are a part of, along with your future career as an educator.

### *Critical Curriculum Analysis*

For the final project, students will select and analyze curriculum (currently in use and localized in the state of TX) across content areas utilizing critical theoretical lenses and perspectives. Students will be expected to identify instances in the curriculum where perspectives and lived experiences of particular groups of students are overlooked, silenced, and oppressed and include pedagogical recommendations that validate, center, and honor communities of Color.

## COURSE DESIGN & GOALS:

In this course, we will explore three focus areas: identity, pedagogy, and praxis.

### IDENTITY

Students will explore and understand their cultural and linguistic heritages and identities, which include reflecting on their own cultural and linguistic heritages, identities, and schooling experiences that have affected/will affect their future career as an educator. Further, students are expected to understand the intersecting identities of their future students and their communities, by describing and understanding the plurality of historically and linguistically minoritized communities, and its impact on teaching and learning.

### PRAXIS & PEDAGOGY

We will utilize theories and tools to understand and combat oppression across multiple dimensions of power. Together, we will understand how colonizing ways of thinking maintain power structures and systems of inequality across content areas. Students will critically examine nuanced ways of how children of color are marginalized in classrooms by dissecting "best practices" across content areas (who do they prioritize, benefit, place in the fringes, etc.). We will also learn humanizing practices that resist matrices of oppression, describe the features of language varieties and how to incorporate those languages into instructional practice. Students will also identify sources of culturally sustaining materials and activities for the linguistically minoritized student in the bilingual, ESL classroom, and/or the content area classroom.

## COURSE OBJECTIVES

Students will:

- establish anti-racist learning environments that affirm culturally and linguistically diverse students.
- provide instruction that honors historically marginalized students' language and literacy practices, reflects the interrelationships of reading, writing, listening, and speaking and facilitates students' abilities to construct and convey meaning.
- explore ways to facilitate and accelerate the language and literacy progress of linguistically diverse students in mainstream classrooms.
- practice and develop an awareness of multiple critical approaches to teaching culturally and linguistically diverse students.
- analyze and evaluate instructional materials such as textbooks, websites, lesson plans, assessments, etc. using knowledge of language/cultural diversity and appropriate pedagogies.

## NOTEWORTHY COURSE POLICIES

### Expectations for Assignments

Transmit only WORD documents to Canvas (no PDFs). Please do not email assignments.

**Instructor Communication Policy:** Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence

within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. **Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m.** Please plan accordingly!

**Kid-Friendly Environment:** Balancing school and life as a parent or caregiver is quite the challenge! I believe that individuals can have dual roles as parents and students if they choose to. Therefore, our classroom space will always be welcoming and inviting of children and family members of all ages!

**Late Work:** All assignments and postings are due on the day designated in the course agenda by 11:59pm (for example, if an assignment is due on 9/10, the assignment is due by 11:59pm on 9/10). In the case of an emergency if you need extra time before a due date, please discuss it with me and together we will decide on a timeline for completion. Please remember to honor this commitment.

**Oopsie Policy:** Each student will have one opportunity to utilize an extension (no questions asked) once per semester; however, the late assignment cannot be submitted more than 7 days past the original due date for full credit. *Students should indicate in their Canvas submission that they are using the Oopsie policy.*

**Tardies:** Excessive tardiness (more than 15 minutes) will be considered as an absence. Likewise, leaving class 15 or more minutes before the end of class will be counted as an absence. Three tardies count as **1** absence.

**COURSE OUTLINE/CALENDAR**

\*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance the learning experiences of students.

Week/ Dates	Topics	Readings/Activities Due (before class)	Assignments Due
<b>Introduction to Linguistically Diverse Learners, Programs, &amp; Policies</b>			
<b>Week 1</b> January 19	Course Introduction & Establishing the Big Picture	Lyiscott (2019): A Note to the Reader, Introduction, & Vision-Driven Justice	<b>Online Survey</b>
<b>Week 2</b> January 26	Emergent Bilinguals	García & Kleifgen Ch. 1-2	
<b>Week 3</b> February 2	Bi/multilingual programs & policies	García & Kleifgen Ch. 3 "A Brief Look at the History of Bilingual Education in the United States" (Rethinking Schools, 2017)	
<b>Week 4 *</b> February 9	Settler colonialism & language ideologies	Iyengar (2014) <i>Don't Mind the Gap</i> Podcast Episode	
<b>Language, Identity &amp; Culture</b>			
<b>Week 5</b> February 16	Black Languages & Literacies	Baker-Bell (2020) Ch. 1 Frieson & Presiado (2021)	<b>Collaborative Circles Check-In #1</b>
<b>Week 6 *</b> February 23	Spanglish/Mexican American English	España & Herrera (2020) Ch. 1 "Spanish is becoming famous": Youth perspectives on Spanish in a changing youth community (Paris, 2011)	
<b>Week 7</b> March 2	Linguistic Privilege; Debunking Standard English	"Black Appetite. White Food." (Lyiscott, 2019) "If you think you're giving students of Color a voice, get over yourself" (Lyiscott, 2019) "The Standard Language Myth" (Lippi-Green, p. 55-64)	<b>Cultural &amp; Linguistic Autoethnography</b>
<b>Critical Perspectives in Language &amp; Literacy Education</b>			

<b>Week 8 *</b> March 9	Raciolinguistic ideologies & perspectives	Undoing appropriateness: Raciolinguistic ideologies and language diversity in education (Flores & Rosa, 2015) "Why we need a raciolinguistic perspective" (Flores, 2015) *Mike Mena "Raciolinguistics" video (in class)	
<b>Week 9</b> March 16	Spring Break	No classes—enjoy your break! ☺	
<b>Week 10</b> March 23	Anti-Blackness/Settler colonialism in the classroom	"Anti-Blackness in dual-language bilingual education" (Frieson & Presiado, 2020) "Your pedagogy might be more aligned with colonialism than you realize" (Lysicott, 2019) "Mi love di way mi chat" (Stanford, 2017) <i>Rethinking Schools</i>	<b>Collaborative Circles Check-In #2</b>
<b>Week 11*</b> March 30	Decolonizing & Antiracist perspectives	<b>CHOOSE ONE:</b> "Is an antiracist and decolonizing applied linguistics possible?" (Motha, 2020) "Dismantling anti-black linguistic racism in ELA classrooms" (Baker-Bell, 2019)	
<b>Critical Pedagogies and Practices in Language &amp; Literacy Education</b>			
<b>Week 12 *</b> April 6	Culturally & Historically Responsive Literacy	"What is Historically Responsive Literacy?" (Muhammad, 2020) <i>Unearthing Genius &amp; Joy YouTube Video</i> <a href="https://www.youtube.com/watch?v=asltQUf_pl8">https://www.youtube.com/watch?v=asltQUf_pl8</a>	<b>Curriculum Selection Due</b>
<b>Week 13</b> April 13	Translanguaging	García, Johnson, & Seltzer (2016) p. 1-16 <i>Multilingualism &amp; Translanguaging in the Classroom YouTube Video</i> <a href="https://www.youtube.com/watch?v=USRW-NXJVFc">https://www.youtube.com/watch?v=USRW-NXJVFc</a> <u>Jigsaw</u> : Choose 1 section of Translanguaging Guide (Celis & Seltzer, 2012) to read and present to the class (Ex: Content Area & Reading Instruction)	

<b>Week 14 *</b> April 20	Anti-Racist Language & Literacy Approaches	"Becoming Anti-Racist ELA Teachers" (Falter, Alston, & Lee, 2020) <a href="https://docs.google.com/document/d/11wwUDyW0eiXaYpSlzaE6LvAMG-NJnumnHl-Ud1fiPII/edit">https://docs.google.com/document/d/11wwUDyW0eiXaYpSlzaE6LvAMG-NJnumnHl-Ud1fiPII/edit</a> Watch April Baker-Bell's "We Been Knowin'" Lecture	Collaborative Circles Check-In #3
<b>Week 15 *</b> April 27	Final Reflections & Course Wrap-Up	Library Week	Critical Curriculum Analysis
<b>Week 16 *</b> May 4		<b>Last class day</b> Have a great summer! ☺	

### COURSE POLICIES:

**Attendance:** Class attendance and punctuality is a requirement for this course. Along those lines, *we are all human and we are living in unprecedented times*. **If you need to miss class for any emergency, please contact me first.** I treasure the relationships with my students, so if you miss class and I have not been previously warned, I will genuinely be concerned about you (please take this into consideration). **If you must miss class, it is expected that you will review any course material that you missed, as well as view the uploaded recordings, course materials, and read the assigned literature for the class session. Additionally, I may assign classwork to be completed before the next class session.**

Any unexcused absences and tardies will affect your participation grade. Each student may miss 2 classes without penalty (excused or unexcused). If you miss more than 2 classes, 5 percentage points will be deducted from your final grade for each additional class missed (unexcused absences). On the 4<sup>th</sup> unexcused absence, you will be referred to the ARR committee. **If you have more than 5 unexcused absences, you will not get credit for the course.** According to University policy 06.039, absences due to religious observances, active military duty, UNT-sponsored events, illness or extenuating circumstances, pregnancy and parenting, and official university closure will be excused. All other absences will be dealt with at the discretion of the instructor.

**Canvas:** We will be using Canvas to maintain our class website throughout the course and all assignments should be uploaded there. Course materials (i.e. PowerPoint slides, syllabus, etc.) and announcements will be available on Canvas. You are expected to check Canvas frequently regarding announcements.



**Course Materials for Remote Instruction:** Remote instruction may be necessary if community and class health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to our Canvas site, a webcam, and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

**COVID-19:** If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Face Coverings:** UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

**Participation:** This course will be largely based on critical discussions to help us grow as scholars and future educators, with some lecture to facilitate and scaffold our foundational knowledge and learning. Therefore, active participation (including your reading, writing, and inquiry) largely determines our journey together through this course. Come to class each day prepared to discuss the assigned readings. Please share your connections, understandings, wonderings, questions, disagreements, and/or agreements. By not attending class and/or actively engaging each time (participation doesn't always look the same—we will discuss this) will negatively impact your final grade.

### Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

#### Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

#### Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

### Teacher Education & Administration Departmental Policy Statements

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources



available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

### UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

#### Teacher Preparation at The University of North Texas Core Commitments

Commitments->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
Identity	We are individuals with cultural histories,	We value and nurture the love, grace, humor,	We practice humanizing	We imagine schools as spaces where teachers

	knowledges, talents, and interests that we use as resources in our teaching.	compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	are encouraged and given space to be different in what they do with young people and their communities.
<b>Inquiry</b>	<b>We are</b> intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	<b>We value</b> young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	<b>We practice</b> curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	<b>We imagine</b> a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
<b>Advocacy &amp; Activism</b>	<b>We are</b> activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	<b>We value</b> and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	<b>We practice</b> activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	<b>We imagine</b> metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
<b>Communities</b>	<b>We are</b> members of a multiple communities— connected in ways that make our successes intertwined.	<b>We value</b> inclusive learning communities that connect us within and outside of our classrooms.	<b>We practice</b> humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	<b>We imagine</b> schools as sustaining intersecting ways of being, knowing, and languaging.