**CADE****2019**

*Session:* ALP-ish: Finding the balance between ALP and co-requisite models

*Presenters*: Danielle Aldawood and Jessica Farrar

Lesson plans for the second module of the course, Language and Culture. In this 2nd module, students work toward their 2nd essay of the course.

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| ***Week*** | ***ESOL 052 In-Class (6 credits)*** | ***ESOL 052 Homework*** | ***ENGL 101 In-Class (3 credits)*** | ***ENGL 101 Homework*** |
| *Week 1*  *Tues* | **Language and Culture**  Introduce the module through the essential questions - small group discussion  Watch the video: Being Bilingual Rewires Your Brain  Students will write down 2 important things they learned from the video and share with a partner.  Explain the concept of dialectical notes  Students will read: “Being Bilingual Changes the Architecture of Your Brain”  After reading, students will complete dialectal notes on the reading  Students will share their notes with a partner | Read and complete dialectical notes on “What Do Bilinguals and Hurdlers Have in Common?” by Francois Grosjean from Psychology Today | Explain that we are going to specifically focus today on how our words influence our thinking  Watch Video: How the languages we speak shape the ways we think (12 minutes)  Students use double-entry chart for watching a film  APA Reference pages | Reading: Relatively speaking: do our words influence how we think?  Revised Fact, Question, Response Wksht |
| *Week 1*  *Thurs* | **Language and Culture**  Explain summary writing  Summarizing video (2 options in the Language module folder)  Summary writing of the article “What do bilinguals and hurdlers have in common?” - have students pick out the main ideas as a whole class. In groups, they will take 1-2 of the main ideas and paraphrase them. Put on butcher paper or on the boards. Share with whole class.  Discuss response writing and talk about critical thinking questions to address when writing a response (Characteristics of a Response handout)  Students add a response paragraph to their summary paragraph  Identifying Yourself through Language Video Handout  Watch “Identifying Yourself Through Language”  Class discussion | 1st Discussion Board post due on Week 2, Thursday  Students must turn-in their summary/response on Tuesday (next class) if not finished in class today | Students share worksheets in small groups  APA Reference PPT (practice exercises)  Understanding writing style and voice website (worksheet on Style, Connotation, and Tone)  Discussion of Essay #2 (give Handout) | Reading: The Language of Discretion (Amy Tan)  Content Quiz (due Week 2, Tuesday) |
| *Week 2*  *Tues* | **Language and Culture**  Introduction of the essay for this module  Introduce theme #2 - PPT  Read: Dunkin Donut and Philly Cheesesteak articles.  Work on paraphrasing one quote from the articles in small groups & write on board  Read: Immigration Debate: The Problem with the Word Illegal,” by Jose Antonio Vargas  Students begin writing a summary and response of the article (finish for homework if they don’t have enough time). | Summary and Response due if not completed in class | Begin class with teacher- created discussion questions on Language Privilege (in google docs) (8 min)  Watch the video: “No such thing as correct English” (8 min)  In class jigsaw reading: 8 Harmful Examples of Standard American English Privilege (15 min)  Writing Style Worksheet (10 min)  Discuss Academic Writing Style - introduce hedging (10 min)  Discuss Essay #2 | Readings:   * Language Privilege: What it is and why it matters * Are You a Victim of Language Discrimination?   Complete the Synthesis worksheet - bring to class  Content (APA) Quiz due |
| *Week 2*  *Thurs* | **Language and Culture**  Reading: *How Immigration Changes Language.* Students should take dialectical notes as they are reading.  Discussion on the article using their notes  Discuss in-text citations - How to cite if it is the first time they are using the source or the 2nd, 3rd, etc.  Ss will choose one - two quote(s), write it out, and work on presenting the quote in their essay as well as including the proper citation. If time, have them paraphrase the same quote using proper in-text citation. |  | Watch the video: “No such thing as correct English” (8 min)  Hedging in writing  Discuss Writing a Synthesis (PPT w/video)  Ask students to take out their synthesis worksheet and have them think about a possible argumentative topic for a paper based on the two readings.  Give Ss outlines - talk through them | 2nd Discussion Board Post (synthesis)  Outline for Essay #2 due |
| *Week 3*  *Tues* | **Language and Culture**  Discussion Questions - Essential Questions for Week 3  Jigsaw Reading: *Standard English Definitions and Controversies*  In groups with the people who read their section, students write down the main idea of their section on poster paper and hang on the wall  Students will present their section of the paper to the class.  Reading: Code-switching and Code-meshing  Watch the TEDTALK video: Three ways to speak English (4:30)  Discussion: Tell your group about a recent time when you code-switched and when you code-meshed.  Review in-text citations |  | Students share outlines with a classmate and walk them through their essay  Show students example of my blog   * Discuss how to add in media   Understanding argument: Ethos, logos and pathos (PPT) | Rough Draft of Essay #2 due |
| *Week 3*  *Thurs* | **Language and Culture**  Essential Questions for Week 4  Pre-Reading Discussion Questions for “Across Cultures…”  Reading: “Across Cultures, English is the Word” + Dialectical Notes  Sharing of Notes  Watch 2 videos - Esperanto Explained and Esperanto: Like a Native  <https://www.youtube.com/watch?v=ZJWVOkdWQAs>  <https://www.youtube.com/watch?v=UzDS2WyemBI>  Discussion: What do you think of the idea of learning one language such as Esperanto? Is this something you would be interested in learning? What is the value of a language like Esperanto?  Begin working on Essay outline | 2nd Discussion Board Post due | Discuss counter-arguments and refutations  Peer-Review /Conferencing on Essay #2 | Reading: Language Teaching New Worlds/New Words - bell hooks  Reference page assignment |
| *Week 4*  *Tues* | **Language and Culture**  Writing Workshop - Language and Culture ENGL 101 Essay |  | APA style: reference pages (Google doc)  Pre-reading Discussion Questions for Across Culture, English is the Word (Google docs)  Return drafts of 101 essays  Allow time for questions on drafts/conferencing | Reading: Across Culture, English is the word  Discussion questions (2) |
| *Week 4*  *Thurs* | **Language and Culture**  Writing Workshop - Language and Culture ENGL 101 Essay |  | Discuss the reading in groups  Conferencing on Essay #2 | Final Draft of Essay #2 due |

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| **Readings** | |
| **052**  “Being Bilingual Changes the Architecture of Your Brain”  (*Wired)*  “What Do Bilinguals and Hurdlers Have in Common?”  *(Psychology Today Blog)*  “Immigration Debate: The Problem with the Word Illegal”  *(time.com)*  “How Immigration Changes Language”  (*The Atlantic*)  “Standard English Definitions and Controversies”  *(Standard English: The Widening Debate)*  “Code-switching and Code-meshing”  (*Wordpress blog*)  “Across Cultures, English is the Word”  (*The New York Times*) | **101**  “Relatively speaking: do our words influence how we think?”  *(The Guardian)*  “The Language of Discretion”  *(essay by Amy Tan)*  “Language Privilege: What it is and why it matters”  *(Linguistic Pulse blog)*  “Are You a Victim of Language Discrimination?”  *(Huffpost)*  “Language Teaching New Worlds/New Words”  *(bell hooks)* |
| **Writing Assignments** | |
| **052**  **Discussion Board #1**  1. Based on the readings and your own opinions and experiences, what are some of the benefits and challenges of being bilingual?  2. Think about your own experiences as a bilingual person. How do the languages you speak shape your identity? How does language help to create “in groups” and “out-groups?” What role does language play in identifying you to others? Please speak to your own experiences, either in the US or in other countries, in response to this question.  3. Watch the video: “Identifying Yourself through Language” by Robyn Giffen.  https://www.youtube.com/watch?v=mr68goQ1d0s  Then answer a couple questions about it.  a. Giffen talks about being offended when someone thought she was American. Why do you think she was offended?  b. Robyn Giffen discussed her experiences working with speakers of Nabit in Ghana. She referred to an “ethnologue,” a catalog of living languages around the world, which tells us that only 2200 (about 30%) of the world’s 7,000 some languages have a standard writing system. That means that speakers of languages without standard writing systems must learn another language with a written form in order to obtain literacy. Those other languages with written forms are usually “higher status” languages that were often imposed under colonization. The result is that people might have to learn to communicate in writing in a language they might not identify with. Therefore, identity was an important consideration for Giffen when creating an alphabet for Nabit. Why do you think identity (both local and national) was an important factor in developing an alphabet for Nabit?  **Discussion Board #2**  1. Based on the readings and your own opinions and experiences, what are some reasons why immigrants in the United States would not learn English? In your opinion, is this fine, or this is a problem?  2. Watch the following video, a CNN debate on Spanish speakers learning English in Miami: <https://www.youtube.com/watch?v=Nf9ZbduiwkM>  The video contains some introductory comments, followed by a debate around the five minute mark. Joyce Kaufman, one of the debaters, says that Anglos in Miami experience frustration since many people speak Spanish only. She says she wants to be able to order a hot dog instead of an arepa. She also said that Miami doesn’t look like the America that the forefathers set up. What do you think about Joyce Kaufman’s comments? In particular, respond to the following points:   * Do English speakers in the United States have a right to feel frustrated by the lack of English spoken in Miami? Should people only have the right to speak languages other than English in their homes? What about the right to speak other languages in public? * What do you think Kaufman means in her comment about the United States' forefathers? What is your opinion about her statement?   Jose Cancela’s opinions are different than Joyce Kaufman’s. He says that Kaufman and others are “throwing venom” and trying to divide the country. He asks why we can have an arepa and a hot dog? What do you think about Jose Cancela’s opinions? In particular respond to the following points:   * What does Cancel mean by “throwing venom?” Do you agree or disagree with him? * What is the larger point that Cancela is making when he supports both an arepa and a hot dog? (if you don't know what an arepa is, please look it up).   In general, whose position do you support more strongly—Kaufman’s or Cancela’s?  **Discussion Board #3**  1. Based on the readings and your own opinions and experiences, what is your opinion of “standard” English? Is it negative? Positive? Necessary? Both good and bad? Write a paragraph in response to this question. Share your opinion,but also mention at least one of the readings.  2. We watched the video “The Three Ways to Speak English” by Jamila Lyiscott. Watch it again. <https://www.youtube.com/watch?v=k9fmJ5xQ_mc> Then complete the following activities:  a. Write a one-paragraph summary of the video (at least five sentences). Pretend that you are describing it to a friend, and provide the information that your friend would need to have a good understanding of what the video is about. Focus on the language you must use to incorporate someone else’s words or ideas into your writing. For example, you might start a sentence with “In the video, Lyiscott says that….” “Lyiscott also describes….” Finally, be sure to focus on the grammar and sentence structure we have been practicing. This summary should conform to the conventions of academic English for college in the US.  b. What does Jamila Lyiscott mean when she uses the term “articulate” in the video?  c. What does Jamila Lyiscott mean when she says the following:   * “I had to borrow your language because mine was stolen,” and * “I feel like cooking in the bathroom.” (think back to our discussions and readings on bilingualism and our brains, but apply them to this context, in which we’re discussing different varieties of the same language).   d. Can you relate to the feelings that Jamila Lyiscott expresses in her video? Please explain how.  **Essay Assignment Prompt (Ss are no longer required to do in ALPESOL)**  You will write an essay in response to one of the following questions.  1. Do people have the right to use whatever language or variety they want to in all aspects of their daily lives? In other words, should the concept of a completely multilingual society be embraced and supported? What challenges and benefits would this create?    2. If English is a global language, should we strive to use one standardardized form of English around the world? What are some advantages and disadvantages of this?    3. Should “non-standard” varieties of English be used in higher education? Is it fine to use them in the classroom, or should the emphasis be on code-switching—seeing all varieties as equal, but some more appropriate for certain contexts and inappropriate for others. | **101**  **Discussion Board #1**  1.) Find 4 pictures that relate to your views on the theme of Language and Discrimination. Insert these pictures into your post. (The pictures can be actual photographs from your phone or pictures from the Internet.) Then write a caption (4-5 sentences of insightful explanation) under each picture. Make sure you use academic diction/syntax in your sentences. Here are some picture suggestions:   * Why does language discrimination exist? * What does language discrimination often "look" like? * Should we, as a global society, strive to be multi-lingual? * What are some ways to address language discrimination when we encounter it?   2.) Double check that all your pictures and sentences are appropriate for an academic setting.  3.) Proofread your work and double check that you have used academic diction/syntax.  4.) Submit your work on time. No late work will be accepted.  **Discussion Board #2**  In this assignment, you will attempt your first effort at writing a short synthesis. I'm not expecting perfection but a clear effort to follow the guidelines for writing a synthesis.  Your synthesis is based on two readings:   * Language Privilege: What it is and why it matters * Are You a Victim of Language Discrimination?   Use your synthesis worksheet to help guide you, but keep the following in mind:  1) Your topic sentence (thesis) must be argumentative... in other words, it needs to be a sentence that some people might disagree with.  2) Your supporting sentences should come from the articles. Make sure you provide evidence from both to support what you are arguing in your topic sentence. Use quotes and/or paraphrases and make sure that you have in-text citations.  3) Your conclusion should be a paraphrase of your main idea (from the topic sentence).  Use the model you were given in class to help you along. Think about using phrases that indicate how the articles are similar and how they both support your argument. Use key words throughout your synthesis to strengthen it as well.  **Content Quiz #1**  Please respond to the following questions based on what you've learned from our course materials:  1. How are language and identity interconnected?  2. What do we mean when we discuss the topic of "language discrimination"?  You should refer to and properly cite at least 1 course material.  **Essay Assignment Prompt**  In the Language and Culture Module, we cover four topics: Language and Identity, Perceptions of Language, Language Variation, and English as a Global Language. Our readings and discussion have been critical of the ways that language is used to oppress, colonize, and discriminate. For this assignment, you will construct a blog in which you make a claim about  language that is well supported through your own reasoning, and the ideas of others we  have  read. The challenge of this assignment is that you, the writer, have to figure out what exactly you want to write about and what central claim you want to make. You will need to come up with a question that you will turn into a thesis and write your blog to argue your thesis. Your audience for this paper is your instructor and classmates, so please write with them in mind. |
| **Writing Topics** | |
| **052**   * Taking dialectical notes * Summary writing * Response writing * APA in-text citations | **101**   * APA Style: In-text Citations * Understanding writing style and voice * Discuss Academic Writing Style - introduce hedging * Discuss Writing a Synthesis * Understanding argument: Ethos, logos and pathos * Discuss counter-arguments and refutations * APA style: reference pages |