

"I AM MY LANGUAGE."

Gloria Anzaldúa

EDUCATING EMERGENT MULTILINGUAL LEARNERS IN U.S. SCHOOLS

Fall 2026

Dr. Kelly Gavin Zuckerman



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Course Goals

This course seeks to develop participants' knowledge, skills, and awareness of the following areas:

- recent immigration history and ongoing changes and issues in relation to demographics, educational policies, and legalities impacting EMLLs;
- academic, cultural, social, and linguistic strengths and needs of EMLLs;
- theoretical foundations and hands-on approaches to second (or multiple) language and literacy acquisition;
- approaches to developing curriculum and pedagogy geared toward addressing EMLLs' diverse strengths and needs in mainstream classrooms and other educational settings; and
- historical and current policies concerning the education of EMLLs, and how federal, state, and local policy can affect programmatic and pedagogical options within the classroom

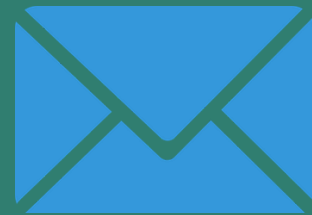
We recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Bi-Co of today and Lenape peoples.

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Hi! I'm Kelly.



I have been teaching since 2006, as an English teacher at a small public high school in the Bronx, NY that was, by design, fifty percent newly immigrated students, and then as a professor of education first at Barnard College and then here in the Bi-Co. In my teaching, I strive to co-create joyful, critical learning communities with my students—spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.



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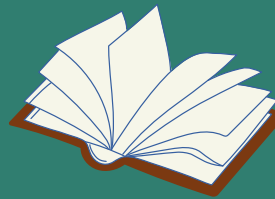


Office Hours Weekly By
Appointment (Email to schedule)

WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

Course Texts



TIP: Check Moodle Page Regularly for Latest Updates to Syllabus, Assignments, Readings

We will draw upon a number of texts in this course. Mindful of the cost of course material and the barrier that this presents for students' engagement, I have requested EBook copies of all texts through the libraries or (when not available) have made required excerpts available on Moodle. With that said, for those interested in adding to their pre-professional library, these texts are recommended:

- Echevarria, J., Vogt, M., & Short, D. (2023). Making content comprehensible for English learners: The SIOP model. Pearson.
- Fenner, D. S., Snyder, S., & Gregoire-Smith, M. (2023). Unlocking Multilingual Learners' Potential: Strategies for Making Content Accessible. Corwin Press.
- Heineke, A. J., & McTighe, J. (2018). Using understanding by design in the culturally and linguistically diverse classroom. ASCD.

Course Attendance & Participation



In this course, I am committed to **creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students**. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other's learning in this course. **I believe that there is a certain, irreplaceable magic that happens when we are learning together in community**. With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals.

Online Discussion Posts

On Sundays **9/6, 9/13; 9/20; 11/8; 11/15; 12/6** respond to the discussion post prompt posted on Moodle or pose a question that has been raised by that week's readings/class discussions and provide a brief paragraph that gives a summary, background, or rationale for your question. You are asked to respond to **4** posts of your colleagues over the course of the semester (**2 before October 9th; and 2 additional responses by December 9th**), but are welcome to use the forum as much as is helpful for your learning.

Internship Experience

Over the course of the semester, you will have the opportunity to partner with a school or community-based organization that connects to/supports the experiences of linguistically diverse students along the PK-16 continuum. This should offer you an opportunity to develop the knowledge, skills, and dispositions for relationship, facilitation, and change. In particular, your internship will be an opportunity for you to gain insight into the sociopolitical and educational landscape of the education of multilingual youth as well as a chance to offer your time and skills to address felt needs in the field. This work will be arranged in consultation with Margo Schall, Community Partnership Coordinator, and you can expect to spend **around 8 visits of 2 hours each** over the course of the semester engaging in your internship. In order to enter the field, you will need to ensure that Margo has your clearances on file or work with her to complete the necessary clearances. **Additionally, your participation in two Ed Talks over the course of the semester is required.**

Course Assignments In Brief

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Full descriptions will be handed out at least two weeks in advance

1

Linguistic Autobiography (Due 9/28) by 11:59 pm)

In the first assignment, you will draw on your own educational experiences as data for beginning to investigate how individuals' experiences with language affect their current beliefs and/or behaviors. To do so, you will choose a modality (e.g., text, collage, video, etc.) or set of modalities to share your reflections around the following questions:

1. What role does language play in your life?
2. How has language affected your experience in school?

After completing your linguistic autobiography, you will prepare a 1-2 written page process reflection.

2

Praxis Assignments (Due: 10/7; 11/1; 11/22)

This assignment is a set of activities and reflections related to your internship (Described in more detail on page 4) aimed at building your skills of radical listening and observation. Each reflection will be approximately 2 pages and will provide an opportunity for you to make meaning from the activity by analyzing how it informs your emergent understanding of linguistically diverse youth and school stakeholders.

Assignment #1: Demographic Profile (10/7)
Assignment #2: Shifts in Policy and Practice (11/1)
Assignment #3: Curriculum in Action (11/22)

3

Individual Inquiry Project (Due dates throughout)

For this assignment, you will identify a question of interest related to the education of multilingual learners that you will then explore over the course of the semester. You will prepare a proposal and curate self-directed learning reference list (**due 10/23**) and then will create a rendering (through a modality of your choice) to represent your findings. A draft of this rendering along will be shared with colleagues during one of two in-process sharings (**11/30 or 12/2**). The final version of this work, along with a complete list of sources consulted, will be included as an artifact for your final portfolio (see #4 below).

4

Final Portfolio (Due December 18th by 12:30 pm)

At the end of the course, you will prepare a portfolio of five artifact and reflection pairs (each 250-500 words) along with a 2-3 page introduction and 2 page conclusion that represents your learning and development through the course.

All Written Work Should Feature:

12-point Times New Roman (or equivalent) font

Double-spacing, with 1 inch margins (be sure to adjust the default page settings if using Microsoft Word)

Complete citations of all sources using a known citation format (MLA, APA, Chicago)

Use of pseudonyms for any references to teachers and students from your internship

College is often described as a time of immense personal growth and self-discovery, but it can also be a time of stress, uncertainty, and overwhelm. As a recovering perfectionist and someone who still struggles with asking for help, I understand that reaching out for support can be particularly challenging. Given that sometimes knowing where to turn can alleviate some of the anxiety, I have provided a non-exhaustive list of campus supports on our course Moodle under “Announcements”. I encourage you to avail yourself of these and other resources including myself and others in our classroom community. To that end, if, at any point in the semester, circumstances arise that affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.



Resources and Supports

A note about learning differences:

I believe that we all learn differently and part of my job as a facilitator of learning is to work to meaningfully respond to these learning differences in order for students to be successful in this course. Some students have a clear idea of what support they need in order to be successful; it, for example, may be documented in an accommodations letter. Others may have not had the ability to engage in a formal process of identification of difference or disability— including mental health, medical, or physical impairment— but know what makes learning challenging for them and what can better mediate their experience in the classroom. Whether documented or undocumented, these needs matter and I, once they are made clear to me, will do my best to accommodate them. With that said, I ask those that have formal accommodations to share your letter with me and set up a time for us to talk through how this will look in our classroom this semester. I encourage those who do not yet have formal accommodations, but think that they may have a learning difference or disability to reach out to Access Services/Disability Services at your home institution (HC/BMC) to confidentially discuss the process of identification AND to reach out to me to set up a time to talk about how I might best support you in the interim.



The Education Department's masking policy is consistent with Bryn Mawr and Haverford College's policies overall. Our course classrooms are mask-friendly, meaning masks are welcome, but not required unless the instructor working with the class decides to create a class requirement informed by the class community's needs. We will continue to emphasize care and consideration for each other's needs and desires, and make ongoing decisions, centering these.

The Honor Codes at both Bryn Mawr and Haverford Colleges outline standards regarding the demonstration of trust, concern and respect for oneself and others in our community. Maintaining academic integrity throughout our work and interactions with one another in this course is an important way to uphold these values.



Policies

The proliferation of generative AI (e.g., ChatGPT, Bard, Dall-E, Claude) and non-generative forms (e.g., Google Translate, Grammarly) offer opportunities for faculty, staff, and students to revisit the purpose of education broadly conceived and of learning in any given course. The Education Department takes and advocates an inquiry stance on the ways in which the proliferation of AI can inform thinking, attribution, research, and sharing in the production of knowledge with integrity. AI, like all technologies, can be put to positive/productive or harmful/detrimental use, and its various forms re-raise both new and age-old questions about creativity and ownership in knowledge production. Individual faculty members in the Education Department will explore particular uses of AI in individual courses. As with all scholarly work, appropriate citation is expected. See a useful resource with issues to consider and question to ask yourself about generative AI from the University of Michigan: <https://genai.umich.edu/guidance/students>

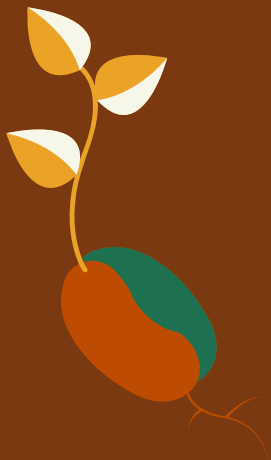
EVALUATION

In my 13 years of teaching in higher education, I have seen how grades, as traditionally conceived, are subjective assessments based on incomplete data (e.g., As a faculty member, I do not know how much effort you put forth in a given assignment; how much growth as a writer and thinker a given assignment represents) rather than a rich and meaningful dialogue with students about their process and products. With that awareness in mind and in alignment with my own pedagogical philosophy centered around co-creation and critical self-reflection, I am practicing something called “dialogic grading” in this course. This means that your final grade in the course will be the result of my own assessment as well as your own.

Practically, engaging in dialogic grading means that I am not going to assign grades (letter or numerical) to your assignments. Instead, I will provide evaluation criteria for each assignment in advance and my substantive narrative commentary on your assignments will center around your progress towards these goals. At two points in the semester, on October 10th and by December 19th, I will ask you to write a self-reflection (with the support of a thorough rubric) assessing your work and grade in the course. In this offering, I will invite you to share with me your own thoughts around your growth as a thinker, communicator, and community member, among other roles that you take up in this course. If there is a large (one point in grade on the 4- point scale) difference between my own evaluation and your own, I will schedule a conference to discuss and come to a resolution. While these reflections serve as two formalized moments to discuss your progress, you are invited to meet with me at any point in the semester to discuss your “grade.”

I recognize that this can feel uncomfortable, particularly if you, like myself, have been schooled in a system in which “grades” are edicts from above. I recognize that this may be new, even in the Bi-Co. I am here to support you in this journey as we work to embrace a more co-constructed idea of course evaluation.

THINGS TO REMEMBER:



1. I want you to do well.
2. I believe that you can succeed.
3. I see myself an active partner in your intellectual and personal growth and development.
4. I am here to support you.

WHAT'S DUE?

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Deadline (11:59 pm unless noted otherwise)	Assignment
Sunday, September 6th	Discussion Post #1
Wednesday, September 9th	Goal Sheet Due
Sunday, September 13th	Discussion Post #2
Sunday, September 20th	Discussion Post #3
Monday, September 28 th	Linguistic Autobiography Assignment
Wednesday, October 7th	Praxis Assignment #1
Friday, October 9th	Mid-Semester Self-Evaluation; At least two responses to colleagues' discussion posts
Friday, October 23rd	Individual Inquiry Proposal and Self-Directed Learning Reference List
Sunday, November 1st	Praxis Assignment #2
Sunday, November 8th	Discussion Post #4
Sunday, November 15th	Discussion Post #5
Sunday, November 22nd	Praxis Assignment #3
Monday, November 30th and Wednesday, December 2nd	Individual Project In-Process Sharings
Sunday, December 6th	Discussion Post #6
Wednesday, December 9th	At least 2 responses to colleagues' discussion posts
Friday, December 18th at 12:30 pm	Final Portfolio Due; Final Self-Evaluation;



Please note that if you are ever in need of an extension, just ask. I cannot know that you need additional time if you do not tell me. We will work together to make a plan.