LLT 855: **Language Identity and Ideology in Multilingual Settings** | **2016**

Instructor: Peter De Costa
Classroom & Meeting Time: A106 Wells Hall; 4:10-7:00pm (Thursday)
Office Hours: Thursday, 2:00-4:00pm, and by appointment

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Course Description and Objectives:

This course offers graduate students an opportunity to

- Examine current debates on the relationship between language, identity, and ideology, focusing in particular on educational practice.
- Investigate how theories of identity and ideology inform and are informed by research in a variety of educational settings, including multilingual K-12 classrooms, adult education, and tertiary education.
- Explore the construction and negotiation of identity and ideology with respect to social relationships between writer and reader, teacher and student, classroom and community.
- Trace how discourses on identity and ideology are negotiated and contested in language arts classrooms, ESL and foreign language classrooms, and classrooms in which language across the curriculum is promoted.

Required Text:

De Costa, P. I. (2016). *The power of identity and ideology in language learning: Designer immigrants learning English in Singapore*. Dordrecht, Netherlands: Springer.[1]

Norton, B. (2013). *Identity and language learning: Extending the conversation.* Bristol, UK: Multilingual Matters.

Requirements and Grading:

Your course grade will be based on the completion of the following assignments:
- Leading discussions of two course readings (20%)
- Proposal (10%)
- Forum posts on D2L (30%)
- Final project (40%)

A.   Leading discussions of two course readings (20%)
- Each student will lead a discussion of two assigned readings. Discussion leaders will lead a 30-minute critique of the study in relation to the other readings for that week. To assist your peers in preparing for the discussion, post a list of discussion questions on the class website **one day** before our class meeting.

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[1] The e-book version is available through our library:http://link.springer.com.proxy2.cl.msu.edu/book/10.1007/978-3-319-30211-9
You may also purchase the soft cover version of my book at $24.99 (through your MSU library account, use the link above), if you would like a personal copy.

B.   Proposal (10%)
- To prepare you for the final project, which will be due in Week 15, you will submit a proposal for your final projects by September 29, 2016. I will provide you with feedback. You will need to incorporate my feedback into your project and will have to get my approval before beginning your project. If you select Track A (see details in D below), you will need to submit an Institutional Review Board (IRB) application by October 6, 2016.

C.   Forum posts on D2L (30%)
- To ensure that you keep up with the readings and to foster intellectual dialogue on topics discussed in class, each of you will post reflections on readings that would have influenced your thinking. In total, **three posts** will be initiated by you across the semester (see the course outline). Each post will contain reflections on **three readings (of your choice).** The self-initiated posts will be staggered across the semester and will respond to readings in the preceding weeks. In addition to your self-initiated posts, you will also respond to the posts of **three classmates for each D2L forum.** In other words, this fall, you will make three self-initiated posts and respond to a total of nine posts by your classmates.

D.   Final project (40%): You have two tracks to choose from. Be prepared to conduct a **five-minute oral presentation** of your project in Week 15.

- **Track A** (research project; mandatory for all PhD. students; optional for MA students)
You will need to submit an Institutional Review Board (IRB) application by October 6, 2016. You will have to review a wide range of literature, both in terms of research methodology and in terms of the topic under investigation. The study needs to be clearly situated within the theoretical frameworks and research methodologies discussed in class **(i.e., you will need to cite at least 10 readings from our course syllabus).** Other key considerations: articulate the research question(s) and operationally define key terms; select data collection and analysis procedures that are appropriate for the research question(s) that guide your study; support all assertions and carefully interpret and document your findings; identify the shortcomings of your study; spell out suggestions for further research and discuss (where relevant) implications of the findings for language learning and teaching. Your manuscript should be **double-spaced , Times Roman font 12, and not exceed 7,000 words** (including references, tables, figures etc.).

- **Track B** (position paper on identity and ideology with links to an attached lesson plan; option only available to MA students)
You will write a position paper on identity and ideology, and draw on the course readings. **You will need to cite at least 8 readings from our course syllabus.** Your position will be supported by a lesson plan that you will attach to the final project[2]. In other words, the lesson plan will need to illustrate how you will incorporate your understanding of identity and ideology in your pedagogy.

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[2] Ideally, you should be able to implement the lesson plan that you designed. If you are unable to carry out the lesson plan yourself or do not have access to students, please find a willing colleague who has access to a class to conduct the lesson that you created.

You are strongly advised to implement the lesson plan you designed **before you submit your final project** in order to ensure its viability in classroom implementation. Track B is an individual project and **should not exceed 5,000 words**. The word limit includes the number of words in the lesson plan but does not include the number of words in the materials that accompany the lesson plan. Your final project should be **double-spaced, Times Roman font 12.**

Grading scale for all assignments:

A	4.0	Student met all requirements and performed exceptionally.
A-	3.5	Student met all requirements and performed very well.
B	3.0	Student met most requirements and performed adequately.
B-	2.5	Student met some requirements and performed at a less than satisfactory level.
C	2.0	Student did not meet requirements and performed at an unsatisfactory level.
C-	1.5	Student did not meet requirements for the course and performed poorly.

Class Website and Email:
- Students are responsible for checking our D2L class website every week for messages about class from either your classmates or me. I will be posting course information about assignments, due dates, follow up to class discussions, course log questions etc. – y**ou are responsible for checking the course website so you can keep updated with this information**.
- I will also regularly post other resources on identity and ideology research on the website. Anyone else who would like to do so should go ahead and post any material related to identity and ideology research. You should also feel free to initiate a discussion about any identity and ideology-related topic when we cover it in class and everyone should feel free entering into these discussions.
- I am readily available on email so if you have a question or concern you would like answered outside of office hours, feel free to email me.

Late Policy:
- All work is due on the specified due date. Late work will be accepted without penalty only under extraordinary circumstances. In any other case, late work will receive one grade lower. In ALL cases, please see me ahead of time if your work will be late.

Academic integrity:
- Please keep in mind the guidelines for academic integrity outlined in
  - o the Second Language Studies Ph.D. Program Handbook (http://sls.msu.edu/files/4414/3803/2389/SLSHandbook2015-07-27.pdf)
  - o the M.A. TESOL Program Graduate handbook (http://linglang.msu.edu/files/5614/7078/0382/MA_TESOL_Handbook_2016-17.pdf)
  - o the MSU Guidelines for Integrity in Research and Creative Activities (http://grad.msu.edu/publications/docs/integrityresearch.pdf).

Expectations:
- Class activities will vary. What happens in each class will depend on a combination of the nature of the material we will cover during that class period and what the needs are of the class at that time.
- The readings need to be read before the class where we will discuss the subject matter. When everyone is reading, this makes for a more involved and richer class experience and allows you to come prepared to add to discussions and identify areas you have questions about.
- This a **heavy reading and application course** that requires you to merge theory with practice. Some class sessions will have less reading than others, some more. My recommendation, particularly for the heavier reading days, and for those times in the semester that get a little crazy with work, is to form reading groups where you share the reading.
- This is a graduate seminar, which means that in most cases we will not be going over the readings in class but will use them in our discussions. If you have particular questions or reactions to the readings, please come to class with these. You can also use our course website and/or email to address questions.

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Course Readings

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Avineri, N. et al. (2015). Invited forum: Bridging the "Language Gap". *Journal of Linguistic Anthropology, 25*, 66-86.

Blackledge, A. & Creese, A. (2008). Contesting 'language' as 'heritage': Negotiation of identities in late modernity. *Applied Linguistics, 29*, 533-554.

Block, D. (2015). Researching language and identity. In B. Paltridge & A. Phakti (Eds.), *Research methods in applied linguistics* (pp. 527-540). London: Bloomsbury.

Bloome, D. (2012). Classroom ethnography. In M. Grenfell, D. Bloome, C. Hardy, K. Pahl, J. Roswell, & B. Street (Eds)., *Language, ethnography, and education: Bridging New Literacy Studies and Bourdieu* (pp. 8-26). New York: Routledge.

Canagarajah, A.S. (2012). Teacher development in a global profession: An autoethnography. *TESOL Quarterly, 46*, 258-279.

Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, *35*, 36-56.

De Costa, P.I., & Norton, B. (2016). Future directions in identity research on language learning and teaching. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 586-601). Abingdon, UK: Routledge.

De Costa, P.I., & Norton, B. (forthcoming). Introduction to the special issue of *Modern Language Journal*, "Identity, transdisciplinarity, and the good language teacher".

De Costa, P.I., Tigchelaar, M., & Cui, Y. (revise and resubmit). Reflexivity, emotions and transnational habitus: The case of a 'poor' cosmopolitan Chinese international student. Manuscript submitted to *AILA Review*.

Duff, P. (2015). Transnationalism, multilingualism, and identity. *Annual Review of Applied Linguistics, 35*, 57-80.

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, *85*, 149-171.

Grenfell, M. (2012). Bourdieu, language, and education. In M. Grenfell, D. Bloome, C. Hardy, K. Pahl, J. Roswell, & B. Street (Eds)., *Language, ethnography, and education: Bridging New Literacy Studies and Bourdieu* (pp. 50-70). New York: Routledge.

Han, Y., De Costa, P.I., & Cui, Y. (2016). Examining the English language policy for ethnic minority students in a Chinese university: A language ideology and language regime perspective. *Current Issues in Language Planning*, *17*(3-4), 311-331.

Lam, W.S.E. (2009). Multiliteracies on instant messaging in negotiating local, translocal, and transnational affiliations: A case of an adolescent immigrant. *Reading Research Quarterly, 44*, 377-397.

Li, W. & Zhu, H. (2013). Translanguaging identities and ideologies: Creating transnational space through flexible multilingual practices amongst Chinese university students in the UK. *Applied Linguistics, 34/5*, 516-535.

Manosuthikit, A., & De Costa, P.I. (2016). Ideologizing age in an era of superdiversity: a heritage language practice perspective. *Applied Linguistics Review, 7*(1), 1-25.

Matsuda, P. K. (2015). Identity in written discourse. *Annual Review of Applied Linguistics, 35*, 140-159.

Supasiraprapa, S., & De Costa, P.I. (under review). Metadiscourse and identity construction in a teaching philosophy: A case study of two MATESOL students. Manuscript submitted to *TESOL Quarterly*.

Waller, L., Wethers, K, & De Costa, P.I. (2016, in press). Identity praxis: Narrowing the gap between identity, theory, and practice. *TESOL Journal*.

Wolff, D., & De Costa, P.I. (forthcoming). Expanding the language teacher identity landscape: An investigation of the emotions and strategies of a NNEST. *Modern Language Journal*.

Wortham, S. & Rhodes, C. (2013). Life as a chord: Heteregeneous resources in the social identification of one migrant girl. *Applied Linguistics, 34/5*, 536-553.

Wyman, L.T., T.L.McCarty, & Nicholas, S. E. (2013). Beyond endangerment: Indigenous youth and multilingualism. In L.T. Wyman, T.L. McCarty & S.E. Nicholas (Eds.), *Indigenous youth and multingualism: Language identity, ideology, and practice in dynamic cultural worlds* (pp. 1-25). New York: Routledge.

Xu, H. (2012). Imagined community falling apart: A case study on the transformation of professional identities of novice ESOL teachers in China. *TESOL Quarterly, 46,* 568-578.

Course Outline (Fall 2016)

Week/ Date	Topics	Required Readings	Work Due
1 (9/1)	Introducing Identity	Duff (2015); De Costa & Norton (2016)	
2 (9/8)	Researching Identity	Block (2015); *Bloome (2012)*; Grenfell (2013)	*Presentation 1 (Bloome)*
3 (9/15)	Learner Identity	*Norton (2013)*	*Presentation 2 (Norton, Introduction + Chapters 1-4); Presentation 3 (Norton, Chapters 5-7 + Afterword)*
4 (9/22)	No Class (SLRF 2016)		**D2L Forum Post 1 Due**
5 (9/29)	Digital Literacies and Identity	*De Costa, Tigchelaar & Cui (under review); Darvin & Norton (2015); Lam (2009)*	**Proposal Due**/ *Presentation 4 (De Costa, Tigchelaar & Cui); Presentation 5 (Darvin & Norton); Presentation 6 (Lam)*
6 (10/6)	Heritage Language Learning and Identity	*Manosuthikit & De Costa (2016); Blackledge & Creese (2008); Wortham & Rhodes (2013)*	**IRB Submission**/*Presentation 7 Manosuthikit & De Costa; Presentation 8 (Blackledge & Creese); Presentation 9 (Wortham & Rhodes)*
7 (10/13)*	Writing Identity	*Matsuda (2015); Supasiraprapa & De Costa (under review)*	*Presentation 10 (Matsuda); Presentation 11 (Supasiraprapa & De Costa)*
8 (10/20)	No Class (SSLW 2016)		**D2L Forum Post 2 Due**
9 (10/27)	Teacher Identity	*Waller et al. (2016); De Costa & Norton (forthcoming); Xu (2012)*	*Presentation 12 (Waller et al. 2016); Presentation 13 (De Costa & Norton); Presentation 14 (Xu)*
10 (11/3)	Teacher Identity	*Canagarajah (2012); Wolff & De Costa (forthcoming)*	**Update on Final Project**/ *Presentation 15 (Canagarajah); Presentation 16 (Wolff & De Costa)*
11 (11/10)	Ideologies	*De Costa (2016)*	*Presentation 17 (De Costa, Chapters 1-4); Presentation 18 (De Costa, Chapters 5-8)*
12 (11/17)	Ideologies	Han et al. (2016); *Avineri et al. (2015); Li & Zhu (2013)*	*Presentation 19 (Alvineri et al.); Presentation 20 (Li & Zhu)*
13 (11/24)	No Class (Thanksgiving)		
14 (12/1)	Ideologies	*Wyman et al.* (2013); *Flores & Rosa (2015)*	**D2L Forum Post 3 Due**/ *Presentation 21 (Wyman et al.); Presentation 22 (Flores & Rosa)*
15 (12/8)	Final Presentations/Course Review		The final project manuscript is due by noon 12/8.