

Language & Social Justice

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Teaching time	Afternoon

Course Description:

This course uses a critical language awareness pedagogy to explore social, political and ideological aspects of language. Through this course, students will investigate connections between language, identity, privilege, and power, and consider how language can perpetuate, reinforce or challenge societal inequities. Students will gain an understanding of intersections of language and social justice.

Upon completion of this course, students will be able to:

- Define critical language awareness and how it intersects with social justice.
- Analyze media and resources to identify examples of language representation.
- Explain and provide examples of social, political, and ideological aspects of language.
- Interview and consider perspectives of an individual with diverse language and cultural experiences.
- Compare and contrast varieties of Englishes and motivations for using English throughout the world, specifically considering Korean English.
- Investigate connections between language, identity, privilege and power.
- Consider personal privilege and power as an English language user.
- Hypothesize how and why certain linguistic landscapes have developed.

Text and Supplemental Readings:

No required textbook for the course. Selected excerpts are provided in digital form and include the following:

- Barrett, R., Cramer, J., & McGowan, K. (2023). *English with an accent: Language, discrimination and ideologies in the United States*. (3rd ed.) Sage.
- Lawrence, C.B. (2012). The Korean English linguistic landscape. *World Englishes*, 31, pp. 70-92. <https://doi.org.mtrproxy.mnpals.net/10.1111/j.1467-971X.2011.01741.x>
- Jenkins, J. (2014). *Global Englishes*. (3rd ed.) Routledge.
- Mooney, A. & Evans, B. (2023). *Language Society and Power*. 6th ed. Routledge.
- Shapiro, S. (2022). *Cultivating critical language awareness in the language classroom*. Routledge.

Evaluation Criteria/Assignment Information

Assignments

1. **Class attendance and participation** (2 points/class=30 points, 30% of final grade)
All students are expected to attend and actively participate in each synchronous class session. In the event you are unable to attend, please communicate with the instructor in advance and complete a reconciliation plan to demonstrate mastery of the class objectives.
2. **Assignments and activities** (10 points/major assignment=40 points, 40% of final grade)
Completing assigned in- and out-of-class online assignments.

Artifact analysis presentation (15 points)

You will select one artifact (book, TV show, movie, song, TikTok video, media, article, system, language policy, etc.) to analyze, identifying specific examples of how the language in the artifact portrays specific ideologies. Examples will address at least two specific categories: gender, race, ethnicity, class, politics, etc. Students will describe in a verbal presentation the specific examples and describe how the language used in the artifact is related to social justice.

Linguistic landscape (10 points)

With a partner or small group, using the criteria highlighted in class, you will conduct a linguistic landscape analysis in one area of Korea. Linguistic landscape analysis will consider rationale for and examples of language and power as shown in multilingual signage in specific locations in Korea. Groups will present in class, showing visual examples.

Interview (10 points)

You will create interview questions and conduct an interview with at least one person on a specific topic related to language and social justice. Possible topics will be discussed in class and will have a specific focus addressing personal experiences with and/or perceptions of multilingualism and linguistic justice. You will submit a written reflection based on the interview and your reflections.

Reflective letter (5 points)

At the end of the class, you will submit a written or recorded letter that reflects on 1) questions for yourself and your learning in the course and beyond or 2) posing unanswered questions you would like to ask another person based on discussions we have had in class.

3. Final choice project (30 points=30% of final grade)

You will choose any mode to showcase a study of interest related to class discussions and topics discussed related to language and social justice. Examples of this could include the following (or many, many other options): presentation, written paper, original study, artistic display, video project, poetic expression, media form, textbook, collection of lesson plans, etc.) Be creative and find a way to create something that will be useful for you. You will also submit a 1-page APA style literature review as well as a 1-page written reflection on your project including the following: why you chose this topic, what you learned, and future related areas to explore.

Major assignments and grading

Assignment	Points	Grade percentage
Class attendance and participation @ 2 pts each day	30	30%
Assignments Artifact analysis presentation (15 points) Linguistic landscape (10 points) Interview (10 points) Reflective letter to self (5 points)	40	40%
Final choice project	30	30%
Total	100	100%

Grade Scale

Grades will be determined based on the following grading scale:

A+	A	B+	B	C+	C	D+	D	F
95-100	90-94.99	85-89.99	80-84.99	75-79.99	70-74.99	65-69.99	60-64.99	0-59.99

Schedule of Topics and Due Dates

Week	Date	Main Topics	Assignment Due Dates
1	Tue, July 8	Introductions Course syllabus Defining language and social justice Who are we?	Complete class survey
2	Wed, July 9	Critical language awareness	Read assigned excerpt from Shapiro "Cultivating critical language awareness in the classroom" book
3	Thur, July 10	Social and linguistic justice	Brainstorming linguistic justice examples

Week	Date	Main Topics	Assignment Due Dates
4	Mon, July 14	Global Englishes Kachru's World Englishes Historical overview: Models of Global Englishes Visual construction	
5	Tue, July 15	Critical pedagogies Recognizing privileges Language in schools	Interview assignment due
6	Wed, July 16	Addressing linguisticism English with an Accent	Read assigned excerpt from Barrett, Cramer, & McGowen's "English with an Accent" book
7	Thu, July 17	Intersections: Language and race, ethnicity Language in the Media	Written reflections from linguisticism simulation
8	Mon, July 21	Intersections: Language and age, language and gender	Read excerpt from Mooney, A. & Evans, B. "Language and Social Justice" book
9	Tue, July 22	Artifact analysis presentations Asset-based approach to multilingualism	Artifact analysis assignment due (presented in class)
10	Wed, July 23	Sustainable Development goals Social InJustices	
11	Thu, July 24	Exploring linguistic landscapes Preparation and presentation	Read C. Lawrence "The Korean English Linguistic Landscape"
12	Mon, July 28	Analyzing, sharing, and reflecting on linguistic landscapes English language in Korea Korean English	Complete linguistic analysis
13	Tue, July 29	Language and power in Korea Global issues, language diversity	
14	Wed, July 30	Paulo Freire, Letters to those who teach Sonia Nieto, Letters to those who Letters to self	Final reflection letter due
15	Thu, July 31	Final choice project showcase	Final choice project due

Course Policies

Attendance

Attendance is very important as class discussions and dialogue are difficult to replicate outside of class. Attendance will be tracked and more than two absences and/or a pattern of tardiness will negatively affect your final grade. However, recognizing unavoidable absences may occur, to allow the learner to be part of the community learning and still contribute to the weekly learning of the community, a reconciliation process is available. Please inform the instructor prior to the class session. View the session slides and create and complete a reconciliation process within three days of the missed class session.

Expectations for Respectful Discussion

All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by presenting your question in a respectful manner. Open dialogue on course content is encouraged, with respect shown to all.