

<b>INTERNAL USE ONLY</b>			
<input type="checkbox"/> Acalog	Date: _____	Initials: _____	
<input type="checkbox"/> MyUNLV	Date: _____	Initials: _____	



## Graduate Program *New Course* Proposal Form

### I. Course Developer Contact Information

Name:	<b>Stefani Relles</b>		
College or Division:	<b>College Of Education</b>		
Academic Organization:	<b>Educational Psychology &amp; Higher Education</b>		
Campus Phone:	<b>2393</b>	Mail Stop:	<b>3001</b>
E-Mail Address:	<b>stefani.relles@unlv.edu</b>		

### II. Catalog Information

<b>Section A</b>			
Course Prefix:	<b>EPY</b>	Course Number:	<b>742</b>
Has this course number been used previously as an X-course?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, X-Course Prefix:		X-Course Number:	
<b>Section B</b>			
Long Course Title (100 character max):	<b>Language Diversity, Educational Policy &amp; Equity</b>		
Short Course Title (30 character max):	<b>Language Equity</b>		
Catalog Description (50 words max):	<b>The course surveys language equity in the context of educational policies. Coursework surveys the challenges of developing and implementing equitable policies to address the learning needs of students from diverse linguistic backgrounds alike.</b>		
<b>Section C</b>			
Credits are:	<input checked="" type="checkbox"/> Fixed:	<b>3</b>	<input type="checkbox"/> Variable: _____ to _____
May course be repeated for credit?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

If yes, the maximum number of credits that may be earned is:		
Grading System: <input checked="" type="checkbox"/> Letter Grade <input type="checkbox"/> S/U <input type="checkbox"/> S/F <input type="checkbox"/> Thesis/Dissertation		
Is this a Special Topics course?		<input type="checkbox"/> Yes ( <i>If yes, complete rest of section</i> ) <input type="checkbox"/> No ( <i>If no, go to Section D</i> )
Sub-topic(s) (Please list <i>at least one</i> ):		
Are topics repeatable?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, number of credits:
<b>Section D</b>		
Prerequisites (if any):	* <i>Graduate standing</i> is the default prerequisite built into the system for all graduate-level courses.	
Co-requisites (if any):		
Anti-requisites (if any):		
Does this course have additional non-credit components?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, indicate component(s):	<input type="checkbox"/> Clinical <input type="checkbox"/> Internship <input type="checkbox"/> Research <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory <input type="checkbox"/> Seminar <input type="checkbox"/> Field Studies <input type="checkbox"/> Lecture <input type="checkbox"/> Supervision <input type="checkbox"/> Independent Study <input type="checkbox"/> Practicum <input type="checkbox"/> Thesis Research	
Will course be the <b>same as</b> another?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, specify course prefix and number:		

### III. Evaluation of Library Resources

<b><i>This section MUST be completed by course developer</i></b>	
Please indicate library resources that will be needed to support students taking this course:	
Core journals: <b>Educational Researcher, American Educational Research Journal, Harvard Educational Review, Review of Research in Education</b>	
Core books (not required texts): <b>Hornberger, N. H. (2008). Encyclopedia of language and education (Vol. 10). New York, NY: Springer.</b>	
Electronic resources (e.g., databases, videos, media, etc.):	
<b><i>Library Use Only</i></b>	
Library Comments:	
<p>Note: The Library does not attempt to block new courses because needed resources are not owned locally. It is critical that core journals and electronic resources are listed so the Library can track gaps in collections and pursue opportunities to obtain missing items.</p>	

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#### IV. Routing and Approval Process

	NAME	E-MAIL ADDRESS	CAMPUS PHONE
Course Developer:	Stefani Relles	stefani.relles@unlv.edu	5-5393
Dept. Chair or Grad. Coordinator:	Leann Putney	leann.putney@unlv.edu	5-4879
If Cross-Listed, Chair of Cross-Listing Department:			
Librarian:	Samantha Godbey	librarycdm@unlv.edu	5-2284
College Curriculum Committee Chair:	Lisa Bendixen	lisa.bendixe@unlv.edu	5-4362
Academic Dean:	Kim Metcalf	kim.metcalf@unlv.edu	5-3375
Graduate College Curriculum Committee Chair:	Gregory Borchard	GCCC@unlv.edu	5-4868
Graduate College Interim Dean:	Kate Korgan	GCCC@unlv.edu	5-4070
Registrar's Office:	John Panzica	curriculum@unlv.edu	5-0892
<p><i>Note: <b>Forwarding</b> this form as an e-mail attachment <b>constitutes approval</b> of the course as described. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. <b>Requests for changes</b> or revisions must be routed back to the course developer to make the necessary changes and begin the routing process again.</i></p>			

**Please scroll down to paste syllabus**

## **V. SYLLABUS**

### **Paste course syllabus below the line.**

Graduate syllabi must include: a clear overview of required assignments, projects, presentations and/or exams with a point value of each; clear evaluation procedures; grading policy and scale; learning outcomes; and current content and policy statements as mandated by the Provost's office (See Semester Memo <http://www.unlv.edu/provost/policies-forms#S> for minimum syllabus content and classroom policies for faculty and staff).

Graduate courses that are linked to undergraduate courses (300/500 and 400/600 level joint courses) must clearly state in the syllabus how the class experience and expectations are different for graduate students, what additional requirements students enrolled in the graduate level course must fulfill, and how the grading scale will be applied to graduate students.

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## **EPY 742: Language, Education & Policy**

*“Thought is the blossom; language the bud; action the fruit behind it.”*  
—Ralph Waldo Emerson

### **Course Overview**

The course surveys language equity in the context of K-12 and higher educational policies. Coursework aims to illuminate and critique the standardized policy mechanisms that stratify educational opportunity by linguistic background and the challenges of developing and implementing successful policies to address the language learning and literacy needs of students from mainstream and diverse linguistic backgrounds alike.

The curriculum provides an overview of educational policy analysis and research on topics that involve language equity in education. Students will learn broad policy analysis skills and become familiar with: (a) the processes that create K-12 and higher education policies, (b) the ways in which schools as organizations interpret and enact these policies, and (c) the key theories that explain policy outcomes.

The course begins with a survey of the goals behind education and an introduction to basic educational policy research. Students will learn to identify not only key actors and their policy development and implementation roles, but also key theories that explain the challenges of policy design, execution and outcomes. Building on these key concepts, the course examines how educational issues (such as language equity) enter into the public dialogue to gain policymakers’ attention as well as how educational institutions affect and change policies once implemented. We will focus primarily on policy topics related to accountability for performance.

### **Reading**

To develop as policy research writers, students will need to develop as policy research readers. Each week, students will read and critique a selection of chapters and articles on a variety of educational policy issues. Each class meeting will provide opportunities for students to critically engage one another in discussions of policy development and implementation in the context of language equity and educational reform.

Readings focus on policy case studies that – either directly or indirectly – pertain to the challenges of educating students from socially and culturally diverse linguistic backgrounds. These case studies will be used to assess and examine the policy process as well as demonstrate how contemporary education policy debates involve language equity issues.

### **Textbook**

Miramontes, O. B., Nadeau, A., & Commins, N. L. (2011). *Restructuring schools for linguistic diversity: Linking decision making to effective programs*. Language & literacy series (2nd ed.). New York, NY: Teachers College Press.

### **Chapter Excerpts**

Hornberger, N. H. (2008). *Encyclopedia of language and education* (Vol. 10). New York, NY: Springer.

### **Writing**

Producing and disseminating policy relevant research necessitates strong writing skills. The primary assignment is a scholarly review of an educational policy – at the federal, state, institutional or district level – related to issues of language diversity. Student will choose the policy they wish to review and track the policy from its root idea definition to its design, implementation and outcomes. The complete paper will derive from four scaffolded assignments due throughout the semester.

### **Final Paper**

The final paper should be 15-page double-spaced pages, written in APA style, and should include a complete list of references (not included in the page count):

- **Part I: Policy Topic and Sources.** A 2-page paper that identifies and summarizes the policy to be explored. The text should identify the policy, the goal of the policy, and the key actors involved in generating and implementing the policy.
- **Part II: Policy Problem and Design.** A 5-page paper that discusses the policy problem and design. This text should discuss policy goals in relationship to its problem definition as well as how the policy was designed to solve the specific needs identified by governmental or other actors.
- **Part III: Policy Implementation.** A 5-page paper that traces the policy as it was implemented. The text should address implementation ideals and changes that occurred based on the behaviors of actors across the policymaking spectrum.
- **Part IV: Policy Impact.** A 5-page paper identifying the impacts of the policy. The text should reflect on the policy's overt and covert agenda, its targeted outcomes, unintended consequences and impact on language equity.

The final paper will combine revised versions of Parts 1-4 with an introduction about the policy and a conclusion that addresses the possible future impacts of the policy in terms of language equity and social reform.

### **Class Participation**

Students are expected to attend and actively participate in every class session. Attendance and participation (or lack thereof) will be reflected in the course grade. Students are expected to come to class prepared to discuss the day's reading materials and their progress on the incremental assignments for the final paper. Preparing for discussion includes completing a critique worksheet for the assigned critique article.

At the final class meeting, students will present a Pecha Kucha of their policy paper. Pecha Kucha is a PowerPoint format that restricts presenters to 20 slides on display for 20 seconds each. Because of this constraint every Pecha Kucha presentation, regardless of speaker or topic, is exactly 6 minutes and 40 seconds in length.

## Grading

Grading is designed to reflect cumulative achievement.

Student Professionalism	10%
Paper Part I:	10%
Paper Part II:	10%
Paper Part III:	10%
Paper Part IV:	10%
<b>Revised Final Paper:</b>	<b>40%</b>
Final Presentation:	10%
<b>Course Grade</b>	<b>100%</b>

*Note:* Because the final paper will integrate rewritten text from the parceled assignments, the final paper is weighted to reflect analytic improvement.

## Writing Style

All assignments must be typed and should conform to the style and reference notation format in the *Publication Manual of the American Psychological Association*. The APA manual is a required text for this course and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Points will be deducted from your papers if they are formatted incorrectly. See the class handout for additional guidance on appropriate style and formatting.

## University Policies

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at:

<http://studentconduct.unlv.edu/misconduct/policy.html>.

### Copyright

The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at:

<http://provost.unlv.edu/copyright/statements.html>.

**Disability Resource Center (DRC)**

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

**Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The **make-up** will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 6**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably be avoided. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

**Incomplete Grades**

The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring**

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students

at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

**Rebelmail**

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu).

**Final Examinations**

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

## Weekly Schedule

	TOPIC	PRIMER	CRITIQUE ARTICLE(S)	DUE
1.	Course Introduction	n/a	n/a	
2.	Goals of K-12 Education & Policy	<i>Chapter 1: Underlying Assumptions</i>	Baugh, J. (2009). Linguistic diversity, access, and risk. <i>Review of Research in Education</i> , 33(1), 272-282.	Critique Worksheet
3.	Goals of Higher Education & Policy	<i>Chapter 2: Organizing Principles</i>	Duff, P. (2008). Language socialization, higher education, and work. In N. H. Hornberger (Ed.), <i>Encyclopedia of language and education</i> (Vol. 8, pp. 257-270). New York, NY: Springer.	<b>Paper Part I</b>
4.	Public Education & Linguistic Diversity	<i>Chapter 3: Primary Language Development</i>	Iddings, A. C. D., Combs, M. C., & Moll, L. (2012). In the arid zone drying out educational resources for English language learners through policy and practice. <i>Urban Education</i> , 47(2), 495-514.	Critique Worksheet
5.	Public Education & Language Equity	<i>Chapter 4: Learning through a Second Language</i>	Kanno, Y., & Varghese, M. M. (2010). Immigrant and refugee ESL students' challenges to accessing four-year college education: From language policy to educational policy. <i>Journal of Language, Identity, and Education</i> , 9(5), 310-328.	Critique Worksheet
6.	Government & Education	<i>Chapter 5: Standards Based Differentiated Instruction</i>	Hill, H. C. (2001). Policy is not enough: Language and the interpretation of state standards. <i>American Educational Research Journal</i> , 38(2), 289-318.	<b>Paper Part II</b>
7.	Policy Problems & Obstacles	<i>Chapter 6: Language &amp; Concept Development Across the Curriculum</i>	Gandara, P., & Rumberger, R. (2009). Immigration, language, and education: How does language policy structure opportunity? <i>Teachers College Record</i> , 111(3), 750-782.	Critique Worksheet
8.	Policy Design	<i>Chapter 7: Community Outreach</i>	Chapa, I. G., Garcia, R. C., & Guerra, C. L. (2013). Capitalizing on English language learners' funds of knowledge to increase achievement in math and science: An equity pedagogy. <i>Journal of Border Educational Research</i> , 9(1). * Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. <i>The Journal of Educational Research</i> , 99(4), 195-211.	* Critique Worksheet
9.	Policy Implementation	<i>Chapter 8: Decision-Making Framework</i>	Alanís, I., & Rodríguez, M. A. (2008). Sustaining a dual language immersion program: Features of success. <i>Journal of Latinos and Education</i> , 7(4), 305-319.	<b>Paper Part III</b>
10.	Organizations & Change	<i>Encyclopedia of Language and Education: Ochs, E., &amp; Schieffelin, B. (2008). Language socialization: An historical overview.</i>	Loveless, T. (2011). How well are American students learning? With sections on international tests, who's winning the real race to the top, and NAEP and the Common Core State Standards. The 2010 Brown Center Report on American Education (Vol. II). Houston, TX: Brookings Institution. * Wiley, T. G., & Wright, W. E. (2004). Against the undertow: Language-minority education policy and politics in the "age of accountability". <i>Educational Policy</i> , 18(1), 142-168.	* Critique Worksheet

11.	<b>Markets &amp; Education</b>	<i>Encyclopedia of Language and Education:</i> Bronson, M., & Watson-Gegeo, K. (2008). <i>The critical moment: Language socialization and the (re) visioning of first and second language learning.</i>	Jimenez-Castellanos, O., & Topper, A. M. (2012). The cost of providing an adequate education to English language learners a review of the literature. <i>Review of Educational Research</i> , 82(2), 179-232. * Gutierrez, K. D., Baquedano-López, P., & Asato, J. (2000). "English for the children": The new literacy of the old world order, language policy and educational reform. <i>Bilingual Research Journal</i> , 24(1-2), 87-112.	* Critique Worksheet
12.	<b>Teaching and Curriculum</b>	<i>Encyclopedia of Language and Education:</i> Heath, S. B. (2008). <i>Language socialization in the learning communities of adolescents</i>	Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for English learners. <i>The Future of Children</i> , 21(1), 103-127. García, E., Arias, M. B., Murri, N. J. H., & Serna, C. (2010). Developing responsive teachers: A challenge for a demographic reality. <i>Journal of Teacher Education</i> , 61(1-2), 132-142.	<b>Paper Part IV</b>
13.	<b>Future Directions</b>	n/a	Lam, W. S. E. (2013). Multilingual practices in transnational digital contexts. <i>TESOL Quarterly</i> , 47(4), 820-825.	<b>Final Paper</b>
14.	n/a		<b>In-Class Presentations</b>	<b>Pecha-Kucha</b>

**Article Critique Worksheet**

To receive homework credit, you are required to: (1) upload the completed worksheet to MyWebCampus, and (2) bring a copy to class for referential use during discussion.

What is the research problem?
What is the research question?
What authorial devices do Hardie & Tyson use to draw the reader into their study?
What is the relevance of the literature review to the study?
What key findings from previous research are highlighted in the literature review?
Based on the information in the methods section, what are the possible limitations of this study?
How are the data organized and how does the organization support the study's readability?
How are the data presented relevant the research question?
Which findings are relevant to language equity and policy development? How?
What implications are the foci of discussion?
What authorial techniques are used to effect reader response?