Educational Planning in International Educational Development: 
African and Diasporic Languages and Education

1 to 3 credits

Instructor: Jo Anne Kleifgen
Dates: Symposium dates: October 5-7 (8:00am-5:30pm)

Additional meetings for 2 or 3 credit participants:
- September 22 (4:00 - 5:00 p.m.)
- November 10 (4:00 - 5:30 p.m.)

Course Description

Symposium
The three-day symposium represents the heart of the course. Invited experts address theoretical and pedagogical concerns and their political consequences in the areas of policy, international development, and education in African and Diasporic language communities. The symposium highlights a different language group each day, beginning with an exploration of the cultural, historical, and linguistic roots of African language, education, policy, and planning on the African continent as well as in the United States. The second day focuses on Creole-speaking regions, investigating the interface between language, educational development, and policy, and the third day turns to the sociolinguistic situation in the United States, this time addressing these questions for speakers of African American English. Each day, we combine theoretical presentations with educational development sessions (putting theory directly into practice) and roundtable discussions among educators, policymakers, and language scholars (translating theory and practice into conversation toward change). This 3-day Symposium is for all those registering.

Additional Meetings
In addition to participating in the Symposium, those who enroll in this course for 2 or 3 credits attend two class sessions. The first session, Friday September 22, is a meeting to prepare for the Symposium by considering the papers to be presented and selecting a paper topic or project associated with a Symposium theme; the second session, Friday, November 10, is a follow-up session during which participants present their papers and projects.
Course Requirements

Requirements for One Credit
Those of you registering for one credit read the presenters’ papers in advance of the Symposium and attend the Symposium (signing in each day and actively participating in the discussions).

Requirements for Two or Three Credits
If you are registering for two or three credits, you have the opportunity to interact with the subject material more deeply before and after the symposium for a richer symposium experience. The course sequence includes

- A preparatory session (Friday, September 22, 4:00pm to 5:00pm, place TBA)
- Symposium attendance (Thursday, October 5 through Saturday, October 7, 8:00am to 5:30pm)
- A follow-up session (Friday, November 10, 4:00pm to 5:30pm, place TBA).

During the preparatory meeting, we will consider the goals of the symposium, discuss the papers that the presenters have prepared, and examine options for final papers or projects that you might pursue. Additional readings will be made available through electronic reserve in the library and at the Teachers College Bookstore. Approximately one month after the Symposium, you will be asked to make an oral presentation of your papers and projects. The final write-up will be due on Friday, December 1.

If you choose the 2-credit option, in addition to participating in the Symposium and the two extra sessions, you will prepare a short paper or project (5 to 7 pages plus references) addressing language and education concerns of students in Africa or African immigrants to the U.S., native speakers of creole languages, or speakers of African American English. Your work should focus on one of the conference themes: Paradigms, Practices, or Politics of Languages in Education. For example, you may write a brief review of the theory/research related to the selected language group, develop a set of educational activities, or write a policy statement.

If you select the 3-credit option, in addition to participating in the Symposium and the two extra sessions, you will prepare a more extended paper or project related to your selected language group (15 to 20 pages plus references). The paper or project should address one of the three themes: Paradigms, Practices, or Politics. For example, you may write a thorough review of theory/research associated with the language group; develop a detailed curriculum plan or unit with materials appropriate to the level of the students you teach or plan to teach; or write a language-policy paper that could be presented to a government or educational body.
Course Readings and Materials

Presenters’ papers available on ClassWeb:

- Casmir Rubagumya, “Language in education in Africa: Can monolingual policies work in multilingual societies?”
- Peter Mtesigwa, “Kiswahili in the globalization era: perspectives, challenges and prospects”
- Doris Warriner, “Continued marginalization: The consequences of language education policies and practices for African refugees in U.S. schools”
- Michel DeGraff, “Creole Exceptionalism and the (mis-)education of the Creole speaker”
- Shondel Nero, “Success or failure? Language, tracking, and social stratification of Caribbean students”
- Ellen Schnepel, “Political and cultural dimensions of Kréyòl as a regional language in the French Antilles”
- John Baugh, “The devaluation of Black Speech in educational contexts”
- Walt Wolfram, “African American English in the public interest”
- Jon Yasin, “Rockin' the classroom: Hip Hop culture as an instructional tool”

Books

At the TC Bookstore

On reserve, TC Library
(Organized alphabetically)


(Organized by Area)

**African Languages and Education**


Creole Languages and Education

African American English and Education
Articles
and
http://www.duke.edu/web/linguistics/curriculum%20student%20workbook.pdf

Other published articles and pedagogical materials will be made available electronically on the ClassWeb.

**Teachers College Policies**

**Services for Students with Disabilities.** The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you, also.

**Incomplete Policy:** The grade of Incomplete is assigned only when the course attendance requirement has been met, but the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript.