

**Rutgers, The State University of New Jersey**

**05:300:406**

**Community-Based Language Learning (CBLL)**

**Spring 2024**

3 Credits

<b>Instructor:</b> Dionne Phillips (She/her/hers)	<b>Email:</b> Canvas Email System <i>Please allow 24 hours for a response, M-F</i>
<b>Class Hours:</b> Monday 5:40-8:40 pm  <b>Office Hours:</b> Appointments: Scheduled as needed before/after class or CC in-person, Zoom, and phone	<b>Locations (on- and off-campus):</b> <ul style="list-style-type: none"> <li>● <b>Classes:</b> Dr. Ruth M. Adams Building (RAB), room 209A (Douglass Campus 102 George Street, near College Hall Stop)</li> <li>● <b>Conversation Cafés:</b> Meeting Room, New Brunswick Free Public Library (60 Livingston Ave, SoCam Apartments stop OR use the parking lot on-site).</li> </ul>
<b>Mode of Instruction:</b> <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input checked="" type="checkbox"/> Other OFF CAMPUS	<b>Permission required:</b> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: mary.curran@gse.rutgers.edu

**Disability Services:**

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: <https://ods.rutgers.edu/students/getting-registered>

**Learning Goals:**

- Apply principles of intercultural conversation
- Become a supportive conversation partner for members of New Brunswick’s immigrant communities
- Learn from New Brunswick’s linguistically diverse immigrant community, including perspectives on migration and sociopolitical issues
- Gain critical perspectives on language, social identity, and community
- Engage in professional collaboration with community partner organizations
- Reflect on personal journeys with language, culture, identity, and in striving to be a conversation partners and allies to members of immigrant communities

**Course Description:**

The course facilitates university students' intercultural learning by providing tools for and encouraging community engagement. The latter is achieved through English conversation groups offered, in partnerships with organizations from the local community, for emergent bilingual adults. We draw from research across disciplines such as anthropology, linguistics, and sociology, underlining and discussing the sociocultural dimensions of learning a language. This sociocultural approach views language as the central link between person and society, foregrounds language as a social action, and emphasizes conversation as a primary field for negotiating social identity. While it is not possible in one semester to discuss all the issues in depth, we will discuss meanings of language, identity, and community. We will also discuss complexities underlying these concepts, in an era when linguistic diversity, mobility of people, and communication via technologies are the norm. Students have opportunities to learn directly from community members about issues of relevance to today's "globalized" communities and workforces; and to connect their community-based conversations to scholarly research on the issues. Attendance at The Collaborative Orientation and completion of a 30-minute module available on-line, *Working with Minors*, <http://protectminors.rutgers.edu/> may be required. This course addresses both the New Jersey Professional Standards for Teachers (2014) and the Standards from the Council for the Accreditation of Education Professionals (2013).

## Language Used:

**Conversation Café (CC):** Community-based component of the course, where students will interact with members of New Brunswick's immigrant community, facilitating intercultural conversation. Conversation Cafés can be embedded during class time or not; they can also be in-person or remote.

**Embedded CC:** A CC that happens during class time and is usually led by the course instructor.

**Community Placement CC:** A CC that happens outside of class time and is usually led by a TL that can be the instructor, a program staff member, or someone affiliated with a community partner.

**Community Partner:** Community organizations or institutions that collaborate with Rutgers GSE in this program. This semester, our main community partners are the New Brunswick Free Public Library and New Labor, but we are also working with the Highland Park Public Library.

**Learning community:** The groups of students enrolled in this course and the instructor, as well as the space of exchange and learning they will create collaboratively.

**Students/Facilitators:** Those enrolled in this class will be referred to as students, when addressing their role during class discussions or as related to assignments. During the Conversation Cafés, the students will be referred as facilitators. Facilitators are conversation partners, who support community members in group conversations and activities.

**Team leaders (TL):** The lead facilitator(s) in each Conversation Café. During the embedded Conversation Cafés, the instructor will act as team leader, but students will take on this role in the second half of the semester, when leading their activity plans. Other Conversation Cafés will have former CBLI students, program coordinators, or community partners acting as TLs.

**Community members/Participants:** Used interchangeably to refer to members of local immigrant communities that attend Conversation Cafes to practice their English.

**Engage/participate/interact/communicate:** Verbs that demonstrate our asset-based approach to learners and learning. Our programming creates collaborative spaces where participants are invited to bring, draw upon, and sustain their strengths and forms of knowledge. Hence, we choose these active verbs of engagement, versus verbs like "help, support and serve."

## Grading Policy:

Grade:	Percent:	Grade:	Percent:
A	93.00-100.0%	C+	78.00-82.99%
B+	88.00-92.99%	C	70.00-77.99%

B	83.00-87.99%	F	Under 70%
---	--------------	---	-----------

## Attendance Policy:

This course is a community-based learning experience. You can only truly be by being actively present in classes as well as CC. It is expected that you sign up for four (4) community placements minimum. Hence, attendance to all classes is mandatory. One excused absence is acceptable if let me know at least 24 hours in advance and you make up missed class work. Importantly, if you need to be absent at your community placement, let your Instructor and TL know in advance or ASAP so they can prepare properly. Unexcused missed classes will affect your grade in this way: your final grade will be lowered by one half letter grade (e.g., from B+ to B). Three or more absences (regardless of absences being excused) may necessitate repeating the course. Habitual lateness will affect your grade (three times late more than 5 minutes = 1 absence).

## Assignments & Expectations:

1. **Critical Reflection & Theory (20%)**
  - a. **Read & Respond (11%)**
  - b. **Reflection Questionnaires (9%)**
2. **Critical Reflection & Praxis (45%)**
  - a. **Fieldnotes Journal (15%)**
  - b. **Community Participation & Reflection (30%)**
    - i. **Embedded CC Virtual Debrief Forum (10%)**
      1. **Embedded CC Observation (10%)**
    - ii. **Reflexive Participation in Community Placements (10%)**
3. **Final Reflection Essay (15%)**
  - a. **Final Reflection Essay Outline (3% of 15%)**
4. **Practice (20%)**
  - a. **Modeling videos (5%)**
  - b. **Activity planning (15%)**
    - i. **Select & analyze (3%)**
    - ii. **Brainstorm (3%)**
    - iii. **Activity plan draft (3%)**
    - iv. **Activity plan draft peer-review (3%)**
    - v. **Final activity plan (3%)**

### Types of assignment: **major**, **routine**, or **scaffold**

1. **Critical Reflection & Theory:** Reading, reflecting, and developing our own thinking about certain concepts and how they connect with our experiences is a fundamental way in which we learn in this program. These theoretical foundations and connections will also be essential as we later reflect on our praxis. Hence, it is fundamental that we all:

- a. **Read:** That means engaging with articles/other sources assigned over the course of 8 weeks. Usually, we are expected to read 1 source a week, but during the foundational phase of the course, we'll read 2 sources a week.
  - b. **Respond:** Every time we engage in reading, you will add a post to the discussion board and respond to 1 post by a classmate. Since we all read the same source, these commentaries should not summarize but interpret, connect, highlight aspects that called our attention. Since during the CC weeks there's no time for in-person discussion, when we read during that week (13), you will also post 1 short response to at least 1 of our classmates.  
**TOOL:** Canvas #: 6 Commentaries, 5 Responses (text or video)
  - c. **Reflection questionnaires** will start weaving together elements from what we learned from different authors, our identities and life experiences, and our experiences within the program. The questionnaires try to break down some of the relevant threads that guide our thinking in this course into questions, tasks, and reflection prompts. They are spaces to engage in deep thinking through relatively short activities—which later, seen together, will hopefully assist us in synthesizing and analyzing our journey in the program. Questionnaires will vary between from 1 more complex prompt to 4 shorter prompts.  
**TOOL:** Canvas #: 6 questionnaires (2 include fieldwork)
2. **Critical Reflection & Praxis:** Praxis refers to a continuous dialectical process where we engage in cycles of theorizing, acting, and reflecting. The CCs create the space for acting, but it's fundamental for our learning that we also reflect about what we're doing in them.
- a. **Fieldnotes Reflection Journals** are little physical notebooks that should accompany you whenever you go to a CC (both embedded and community placement). In these notebooks, we'll make at least 1 entry every time we attend a CC. These entries can be schematic bullet points that address an observation we made, a verbatim transcription of something noteworthy someone else said, a drawing of an interaction or of the space configuration, etc. This will be supported by an in-class discussion and a reflection questionnaire that will address ethnographic fieldnotes.  
**TOOL:** Physical notebook provided by instructor #: 14 entries
  - b. **Community Participation & Reflection:** Facilitating CCs, both during class time and to complete the service hours requirement, is an essential learning experience for all involved in this program. We learn from participants, we learn about ourselves, and we learn to be more supportive conversation partners. To be more supportive, we need to be willing to question how we're doing and how we can do better.
    - i. Embedded CC virtual debrief forum is a discussion thread where, weekly, after an embedded CC, we'll post our observations, reflections, and responses to others' reflections. What went well today? What was challenging? How can we support participants better? These are some of the guiding questions that we'll have in mind when participating in this forum. We'll strive to make this virtual space into one of ongoing dialogue between our team of facilitators.  
**TOOL:** Canvas #: 8 entries
      1. Embedded CC observation: At least one time in the semester, we'll each participate in the embedded CC not as a facilitator, but as an observer. On that day, we'll notice how our fellow facilitators are using the strategies we've learned, if participants are being supported enough, and how we can improve our collective work.  
**TOOL:** Canvas #: 1 detailed entry
    - ii. Reflexive participation in community placements includes being actively present, acting professionally, and doing our best to support participants. To do our best, we need to be attentive to any feedback we receive from participants, fellow facilitators, and from our team leaders. Being reflexive entails actively listening to feedback and devising ways to incorporate it into our practice.  
**TOOL:** Instructor & TLs' observations

**Care, respect and integrity** in exchanges with peers, instructors, and community members apply to your written and spoken interactions in the classroom and at community sites. Care and respect include: evidence of collaboration with your peers, evidence of your preparation and focused attention on face-to-face conversational work with community members. Use of cell phones and laptops requires permission. Your participation grade is negatively affected by 2 points in each instance of lack of preparation, texting, interrupting, or otherwise inappropriate behavior.

- c. **Final Reflection Essay Outline.** Since your final reflection essay involves synthesizing and analyzing your journey in the program, the puzzling things together can take some work. Hence, we'll produce an outline of our initial ideas, which will be workshopped in class by our learning community. Our intent is to help each other find and develop interesting threads that draw from all the material we've produced so far.

**TOOL:** Canvas

- d. **Final Reflection Essay.** In this 4-page-long essay, we will discuss what we've learned through this experience. We'll weave together theory and reflections from our praxis, drawing from concrete examples of experiences we've had in our life and during our time in this program. This essay is also a space where we can start developing ideas for our capstone thesis, when applicable. Regardless of that, we'll think about things from this program we can take into our personal and professional lives.

**TOOL:** Canvas

- 3. **Practice.** While practice is not divorced from theory or reflection, we'll also need to focus on developing certain tools and skills that will make us more effective and supportive facilitators.

- a. **Modeling videos** will help us work through 2 of the most challenging facilitation strategies: **Showing rather than telling & Using language strategically**. Hence, we'll record 2 videos of ourselves modeling CC activities and we'll receive feedback on our use of those 2 strategies. We'll complete these videos at different stages of the course, at first as an individual assignment, and later as a group assignment connected to our activity plan. This assignment will be supported by class modeling workshops. Each of us can choose whether we're comfortable receiving feedback from all of our peers, or if we prefer receiving only the instructor's feedback.

**TOOL:** Canvas                      #: 1 individual, 1 in group

- b. **Activity planning.** This assignment prepares you, along with 1 or 2 colleagues, to be the team leader of your CC during at least one of the activities. You will create an activity plan with your group, receive feedback on it, improve it, and lead some or all of your colleagues during an embedded or placement CC.

- i. **Select & analyze.** Each group will access the activity library and choose one activity they like. They will answer a few questions about that activity, trying to reflect on "What makes an activity good?"

**TOOL:** Canvas

- ii. **Brainstorm.** Each group will get together and discuss communicative goals that would be interesting as a starting point for their activity.

**TOOL:** Canvas

- iii. **Activity plan draft.** Each group will submit a full draft of their activity plan, including a full draft of any supporting material needed for it. Can be tentative and contain questions for the learning community.

**TOOL:** Canvas

- iv. Activity plan draft peer-review [workshop]. Each person will complete a peer review with specific comments and constructive feedback on 1 activity plan.

**TOOL:** Canvas

- v. Final activity plan: Using the feedback received from peers and the instructor, each group will adjust their activity plan and supporting material to make it ready for a CC.

**TOOL:** Email doc to instructor (& TL if applicable)

## Academic Integrity Policy:

Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

## Course Schedule

#	Date	Topic	Assignments & Readings
<b>On-campus meetings</b> at Dr. Ruth M. Adams Building (RAB), room 209A (Douglass Campus 131 George Street, near College Hall Stop)			
1	Monday Jan 22 5.40-8.40 pm	Arc of the course General orientation	*READ Remen, N. (1999). <a href="#">Helping, Fixing or Serving</a> . *Read and reflect on ways we can form a <u>community of practice</u> in this course and program -Introductions -Learn about the program structure and goals -Discuss logistics and outline calendar of community placements -Discuss Readings ^SUBMIT <a href="#">Spring 2024 CBLI Placement Survey</a> ^POST 1 response about the reading on the Discussion Board
2	Monday Jan 29 5.40-8.40pm	Funds of Knowledge Adult learners Asset-based orientation	*READ Vuong, O. (2016). Surrendering. <i>New Yorker Magazine</i> , June 6/13. *Read excerpts of Freire, P. (1981). The importance of the act of reading. <i>Journal of Education</i> , 5-11. Boston University together in class *Auerbach, E. (1993). Re-examining English-only. <i>TESOL Quarterly</i> . 27(1) 1-18 -Discuss Readings -Overview of key principles that guide us and of strategies we use during Conversation Cafés -Modeling video (whole group modeling and analysis, small group workshop experiment, feedback, and redo) -Selection of activities for modeling ^POST 1 response & 1 commentary about the reading on the Discussion Board ^SUBMIT Reflection questionnaire 1

3	Monday Feb 5 5.40-8.40pm		<p>*READ Blommaert, J. (2015). <a href="#">Teaching the Language that Makes One Happy</a>.</p> <p>*READ Larrotta, C. &amp; Serrano, A. (2011) Adult learners' funds of knowledge: The case of an English class for parents. <i>Journal of Adolescent &amp; Adult Literacy</i>, 55(4), 316-325.</p> <p>-Watch modeling videos and identify strategic and non-strategic use of language</p> <p>-Collectively create a survey/activity to use with participants to learn about their language learning goals</p> <p>^POST 1 response about both readings &amp; 1 commentary to a classmates' response on the Discussion Board</p> <p>^SUBMIT Reflection questionnaire 2</p>
4	Monday Feb 12 5.40-8.40pm	Intercultural engagement	<p>*READ Dooley, K. (2009). Intercultural conversation: Building understanding together. <i>Journal of Adolescent &amp; Adult Literacy</i>, 52(6), 497-506. We will discuss examples of conversations in class.</p> <p>*READ Sheppard, R. (2021). Cultivating Critical Interculturality in Adult ESOL. In M. Victoria &amp; C. Sangiamchit (Eds.), <i>Interculturality and the English Language Classroom</i> (pp. 171–202). Springer International Publishing.</p> <p>-Discuss ethnographic eyes, reflexivity, fieldnotes, verbatim</p> <p>-Practice writing a detailed field note</p> <p>-Analysis of a session plan and discussion of its purposes</p> <p>-Review and practice of facilitation strategies</p> <p>^ POST 1 response for both readings &amp; 1 commentary to a classmates' response on the Discussion Board</p> <p>^SUBMIT a video of yourself modeling an activity</p>
5	Monday Feb 19 5.40-8.40 pm	Getting to know the community	<p>*READ Mann, A. (2011). <i>Crossroads of the world: New Americans in Middlesex County, New Jersey</i>. Rutgers Eagleton Institute of Politics, Program on Immigration and Democracy.</p> <p>*READ <i>Bending Toward Justice</i> (2014). New Labor &amp; Rutgers University.</p> <p>^POST 1 response about the readings &amp; 1 commentary to a classmates' response on the Discussion Board</p> <p>^Groups create modeling script for 1st CC's session plan (3 groups, 1 per sample activity, then present to whole group together)</p> <p>^SUBMIT Reflection questionnaire 3</p>
<p><b>Friday, February 23rd</b> Voluntary MeetUp New Brunswick Community Walk with Claudio Mir details TBD.</p>			
<p><b>Off-campus meetings</b> at Meeting Room, New Brunswick Free Public Library (60 Livingston Ave, SoCam Apartments stop OR use the back parking lot on-site).</p>			
6	Monday Feb 26 5.40-8.40 pm	<b>1<sup>st</sup> Conversation Café</b>	<p>*-REVIEW session plan</p> <p>*-MEET with your group to discuss facilitation</p> <p>^Make Field Note Reflection Journal entry</p> <p>^POST to debrief forum for embedded café</p> <p>^SUBMIT Reflection questionnaire 4</p>
<p><b>*Community placements start on Wednesday, February 28th</b></p>			

7	Monday Mar 4 5.40-8.40 pm	2 <sup>nd</sup> Conversation Café	<ul style="list-style-type: none"> <li>*-REVIEW session plan for embedded café</li> <li>*-REVIEW session plan for community placement</li> <li>-Discuss survey results and semester plan</li> <li>-Assigned student(s) will observe and take notes on use of strategies</li> <li>^Post to debrief forum for embedded café</li> <li>(Groups for activity plan)</li> <li>^Make Field Note Reflection Journal entry</li> <li>*****No Class 3/11/24- Spring Break</li> </ul>
8	Monday Mar 18 5.40-8.40 pm	3 <sup>rd</sup> Conversation Café	<ul style="list-style-type: none"> <li>*SELECT &amp; ANALYZE activity plan from library with your group</li> <li>*-REVIEW session plan for embedded café</li> <li>*-REVIEW session plan for community placement</li> <li>-Discussion on activity analysis</li> <li>-Assigned student(s) will observe and take notes on use of strategies</li> <li>^Post to debrief forum for embedded café</li> <li>^Make Field Note Reflection Journal entry</li> </ul>
9	Monday Mar 25 5.40-8.40pm	4 <sup>th</sup> Conversation Café	<ul style="list-style-type: none"> <li>*DISCUSS ideas for activity with your group</li> <li>*-REVIEW session plan for embedded café</li> <li>*-REVIEW session plan for community placement</li> <li>-Activity plan brainstorming</li> <li>-Assigned student(s) will observe and take notes on use of strategies</li> <li>^Post to debrief forum for embedded café</li> <li>^Make Field Note Reflection Journal entry</li> </ul>
10	Monday Apr 1 5.40-8.40pm	5 <sup>th</sup> Conversation Café	<ul style="list-style-type: none"> <li>*-REVIEW session plan for embedded café</li> <li>*-REVIEW session plan for community placement</li> <li>-Assigned student(s) will observe and take notes on use of strategies, emphasis on whole group modeling</li> <li>-Activity plan workshop</li> <li>^Post to debrief forum for embedded café</li> <li>^SUBMIT draft activity plan</li> <li>^Make Field Note Reflection Journal entry</li> </ul>
11	Monday Apr 8 5.40-8.40pm	6 <sup>th</sup> Conversation Café	<ul style="list-style-type: none"> <li>*-REVIEW session plan for embedded café</li> <li>*-REVIEW session plan for community placement</li> <li>-Planning of timeline for activity leading</li> <li>-Assigned student(s) will observe and take notes on use of strategies, emphasis on whole group modeling</li> <li>^SUBMIT final activity plan &amp; modeling video/script</li> <li>^Post to debrief forum for embedded café</li> <li>^Activity modeling workshop</li> <li>^Make Field Note Reflection Journal entry</li> </ul>
<b>*Students start leading activity plans*</b> (Starting on Tuesday the 16th)			



12	Monday Apr 15 5.40-8.40pm	7 <sup>th</sup> Conversation Café Identity	<ul style="list-style-type: none"> <li>*-REVIEW session plan for embedded café</li> <li>*-REVIEW session plan for community placement</li> <li>^SUBMIT Draft Activity Plan</li> <li>^SUBMIT peer-review comment</li> <li>^Make Field Note Reflection Journal entry</li> </ul>
13	Monday Apr 22 5.40-8.40pm	8 <sup>th</sup> Last Conversation Café Negotiation intercultural encounters	<ul style="list-style-type: none"> <li>*READ Norton, B. (2000). Chapter 1. <i>Identity and Language Learning</i>.</li> <li>-REVIEW session plan for embedded café</li> <li>-REVIEW session plan for community placement</li> <li>^POST 1 response to the reading &amp; 1 response to classmates' commentary on the Discussion Board</li> <li>^SUBMIT Final Activity Plan</li> <li>^Make a Fieldnotes Reflection Journal entries</li> </ul>
<b>*Students finish leading activity plans Friday, April 26th*</b>			
14	Monday Apr 29 5.40-8.40pm	Integration Reflection on our journeys	<ul style="list-style-type: none"> <li>*READ Blommaert (2016). New Forms of Diaspora, New Forms of Integration. <a href="http://alternative-democracyresearch.org">http://alternative-democracyresearch.org</a>.</li> <li>*READ Palpacuer Lee, C., Curtis, J.H. (2017). "Into the Realm of the Politically Incorrect": Intercultural Encounters in a Service-Learning Program. <i>International Journal of Multicultural Education</i>, 19(2), 163-181.</li> <li>^OUTLINE your final essay</li> <li>-Discuss our webs of connection and identity</li> <li>-Final essay workshop</li> </ul>
15	Monday May 6	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>^SUBMIT final essay on Canvas by 11.59pm</li> <li>^COMPLETE your course evaluation (SIRS) survey</li> </ul>

\*This syllabus is subject to change if/when necessary during the course semester.