



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN  
EN ESTUDIOS NORTEAMERICANOS  
"BENJAMIN FRANKLIN"

<b>Course</b>	Language, Power, and Global Education Inequality
<b>Program, semester, year</b>	International Studies Program, Spring, 2027
<b>Credits ECTS</b>	3 USA
<b>Instructor's full name and email</b>	Sara B. Tours, Ph.D.
<b>Block dates</b> (days and time)	Block 2: February 15- March 9, Monday-Thursday, 9 am-12 pm
<b>Classroom</b>	TBA
<b>Class hours</b>	45
<b>Office Hours</b>	TBA
<b>Requirements</b>	Piller, I. (2016). Linguistic diversity and social justice: An introduction to applied sociolinguistics. Oxford University Press.  Tollefson, J. W. (Ed.). (2013). Language policies in education: Critical issues (2nd ed.). Routledge.
<b>Language of instruction</b>	English
<b>Type of teaching</b>	In person

## INTRODUCTION

This course examines the complex relationship between language, power, and access within global education systems. As societies become increasingly interconnected, language plays a critical role in shaping who has access to educational opportunities, how knowledge is constructed, and whose voices are valued. Through an interdisciplinary lens, students will explore how language intersects with issues such as linguistic discrimination, language policy, migration, and international education.

Grounded in comparative and human rights perspectives, the course engages students in analyzing how educational systems across different global contexts both reflect and reproduce social inequalities. Particular attention is given to multilingual learners, minority language communities, and individuals navigating transnational and higher education spaces. Students will examine how institutional policies and practices can either reinforce exclusion or promote inclusion.

Drawing on real-world case studies from diverse regions, students will connect theoretical frameworks from applied linguistics, sociolinguistics, and education to contemporary global challenges. Emphasis is placed on critical analysis, discussion, and application, encouraging students to evaluate how language functions as both a resource and a barrier.

By the end of the course, students will be equipped to critically assess global education inequalities and to propose informed, ethical, and context-sensitive strategies for fostering more equitable and inclusive educational environments.

## COMPETENCES

Explanation of competences to develop in the course. They can be divided into general and specific. Three or four are enough.

### **General Competences (GC):**

GC1: Develop critical thinking skills to analyze global education systems and inequalities.

GC2: Strengthen intercultural awareness and the ability to engage with diverse linguistic and cultural contexts.

GC3: Enhance communication skills through discussion, analysis, and reflection on complex global issues.

### **Specific Competences (CE):**

SC1: Analyze the relationship between language, power, and access in educational contexts.

SC2: Evaluate the impact of language policies and practices on marginalized and multilingual populations.

SC3: Apply theoretical frameworks from linguistics and education to real-world global case studies.

## METHODOLOGY

The course will combine theoretical foundations with practical application. Students will engage with key theories from applied linguistics, sociolinguistics, and comparative education through readings, mini-lectures, and guided discussions. These theoretical components will provide a framework for understanding the relationship between language, power, and inequality.

In practice, students will analyze real-world case studies, participate in collaborative activities, and engage in reflective discussions that connect theory to global educational contexts. Activities may include policy analysis, small-group problem solving, and applied projects focused on issues such as linguistic discrimination, migration, and access to education. This combination of theory and practice is designed to promote critical thinking, active participation, and the ability to apply concepts to real-world situations.

## PREPARATION FOR CLASS

- Students are expected to complete all assigned readings (articles and book chapters) prior to each class session.
- Students should come prepared to engage by asking relevant questions and contributing thoughtful comments related to the readings.
- Students are encouraged to reflect on the material in advance, making connections to prior knowledge and broader course themes. Written notes, comments, or brief reflections may be used to support class discussions and debates.
- Active note-taking during lectures, presentations, and discussions is expected to support learning and participation.
- *Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, students should show preparation for the readings by asking relevant questions and making comments related to the topic.*
- *Students should think about questions and the relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Student takes notes during class presentation and discussions.*

## EVALUATION

The Evaluation criteria are dependent on your course. This is an idea to plan and evaluate your course. The total percentage of this section is 100%.

- **Activities out of the classroom**

**Includes visits to local organizations, cultural institutions, or relevant day trips connected to language, migration, or education. Students will complete brief reflection assignments tied to these experiences.**

**Total: 15%**

- **Exams**

**Includes a mid-term and a final exam covering key concepts, theories, and case studies related to language, power, and global education inequality.**

**Total: 25%**

If a student is found to have copied during an exam, the final grade for the exam will be 0, with no opportunity for make-up.

The instructor may also give short "surprise quizzes" at the beginning of class. These will count as part of in-class assessment.

• **Written Work**

Includes analytical essays, reflections, and/or a final project focused on course themes such as linguistic discrimination, policy analysis, or global case studies. A clear rubric will be provided.

**Total: 30%**

Late submissions will be penalized (e.g., 5% deduction per day late unless otherwise arranged).

• **Oral Presentations**

Students will present on a relevant topic (e.g., case study, policy issue, or research topic). A rubric will be provided to guide expectations.

**Total: 15%**

• **Participation**

Assessed based on engagement in discussions, preparedness, quality of contributions, and active listening.

High participation includes consistent, thoughtful contributions and note-taking.

Low participation includes minimal engagement and lack of preparation.

**Total: 15%**

## EVALUATION

PARTICIPATION	15 %
ACTIVITIES AND FIELD TRIPS	15 %
TASKS AND ASSIGMENTS	15%
MIDTERM & FINAL EXAMS	25%
RESEARCH PAPER	15%

The	ORAL PRESENTATION	15 %
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evaluation of this course is as follows:

### Plagiarism:

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

### ATTENDANCE (Instituto Franklin-UAH Policy)

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e., emergencies, health problems); in this case, students have to show a medical note. The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or on fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence, and the instructor may not allow them into class or the visit.

### STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es). The Instituto Franklin-UAH can accommodate these students who show, through a medical note or a note from their academic advisor, that they require help in order to fulfill the program.

### USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if it is used inappropriately, it can be harmful for students. Students must ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

### USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also, teachers can have materials, forums, etc., in the virtual classroom even if they don't teach the class virtually. For more information about using it, contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

### CLASS SCHEDULE

DAYS	CLASS SCHEDULE	ASSIGNMENTS
MONTH		

BLOCK		
	Content	
	Exams	
	Holidays	

**Note:**

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

**BIBLIOGRAHY**

Davies, A. (2007). *An Introduction to Applied Linguistics*. Edinburgh University Press.

Wardhaugh, R., & Fuller, J. (2015). *An Introduction to Sociolinguistics*. Wiley-Blackwell.

Mesthrie, R. (Ed.). (2011). *The Cambridge Handbook of Sociolinguistics*. Cambridge University Press.

Spolsky, B., & Hult, F. M. (Eds.). (2008). *The Handbook of Educational Linguistics*. Blackwell Publishing.

Davies, A., & Elder, C. (Eds.). (2004). *The Handbook of Applied Linguistics*. Blackwell Publishing.

Trudgill, P. (1983). *Applied Sociolinguistics*. Academic Press.

## INSTRUCTOR



Dr. Sara Tours is a faculty member in education with expertise in applied linguistics, TESOL, and international education. She has extensive experience in teacher training, curriculum design, and global education, having taught and worked in the United States, Spain, India, and China. Her research and professional interests focus on language, power, and equity in education, with particular attention to linguistic discrimination and multilingual learners. She is actively involved in international programs and faculty-led study abroad initiatives, including collaborations with universities abroad.

### Contact Information

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