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# **EDAH 5103 Instructional Strategies (3 Credits)** Course Syllabus (Spring 2022) The Adult and Higher Education Program Department of Educational Leadership and Policy Studies

## **General Information**

### **Instructor:**

Dr. Hong Lin

### Instructor’s Email:

[honglin@ou.edu](mailto:honglin@ou.edu)

### Class Format

This is a blended course, which means that you will have discussions and course work through Canvas, providing you with more flexibility to complete your assignments on your own time (while following the course schedule), and we will also all meet on a few Thursdays from 7:15-9:55 PM in Zoom (Zoom link is pinned to the course site in Canvas).

### Student Hours

I will be in a Zoom room every Thursday from 3PM-4PM. You won’t need an appointment and can simply use the Zoom link posted in Canvas to meet with me. You may need to wait in the “waiting room” if I am helping another student during this time, but I will be with you as quickly as I can. This time each week is for you, and I hope that you will take advantage of the opportunity for us to connect and discuss your goals for this course, any questions you have, or any further discussion you would like to have on our topics.

I understand that many of you are also working throughout the day and may not be able to meet me during this time. I want to be available to you. Please e-mail me and we will work to find a time that works for both of us.

### Communication Plan

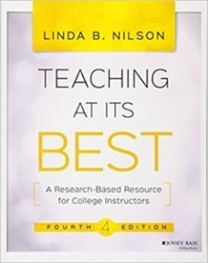
I want to hear from you. If you’d like to speak with me, or schedule a time to speak with me, I will be available via email. I will respond to your emails as quickly as I can, typically within 24-48 hours. To help me prioritize your emails, please put “EDAH” in your e-mail subject line as a prefix. For example, your subject line could be: EDAH: Question about Assignment.

### Tech Support and Policy

Since our course is being taught online, you will need access to a computer with audio and video capabilities, as well as access to high-speed Internet. I understand that technology issues can occur, and that even with high-speed Internet we can still experience outages. Please e-mail me to notify me of any challenges you are experiencing or if you are unable to attend class that day due to technology issues (including loss of Internet). I am happy to work with you to find a suitable solution, which may include calling into the class on your phone rather than using video.   
  
If my Internet goes out (which it may especially during a storm) during class, please wait five minutes (if more than ten minutes of time remains) so that I can try to get back online. If less than ten minutes remains and my Internet goes out, I will follow up with you via e-mail. I have padded deadlines for submission of your work to account for technical issues you may have when submitting near the deadlines. I ask that you try to submit early in case you do have any issues. If you need help, IT Help Desk is available to you (405-325-4537). If you are having trouble with Canvas, click the “Help” button in the lower-left corner of Canvas.

## Course Information

### Course Modules

The course format follows a Monday – Saturday cycle. Course modules will be released week by week in Canvas.

### Required Textbook and Readings

* Nilson, L. B. (2016). [Teaching at Its Best: A Research-Based Resources for College Instructors](https://www.amazon.com/Teaching-Its-Best-Research-Based-Instructors/dp/1119096324?crid=2UGUP8KFPSZ5O&keywords=Teaching+at+Its+Best:+A+Research-Based+Resource+for+College+Instructors&qid=1642451952&sprefix=teaching+at+its+best+a+research-based+resource+for+college+instructors,aps,125&sr=8-1&linkCode=sl1&tag=linhong26-20&linkId=47667eceafedf9370cca15b85c59e275&language=en_US&ref_=as_li_ss_tl) (4th Edition). Jossey-Bass.
* Additional required readings in Canvas

### **Course Description**

This course will help graduate students across disciplines use differentiated instructional strategies to build an instructional repertoire to enhance everyday teaching. Taking a practical approach to instructional delivery, graduate students will analyze research-based strategies and demonstrate how they can use the strategies in varied ways to have greater success in reaching more students.

### Course Goals

* learn about teaching and learning theories that support high-impact practices
* develop a more nuanced understanding of research-based instructional strategies to motivate students and promote inquiry-based learning

### Course Objectives

* analyze differentiated instructional inquiry-based learning strategies such as problem-based learning, project-based learning, team-based learning, and service learning
* explore innovative strategies such as using humor, music, and technology in teaching
* analyze teaching for different purposes such as general education, large enrollment classes, STEM fields, service learning and civic engagement, and online programs
* apply formal and informal assessment strategies to exchange productive feedback and adjust learning opportunities
* practice evidence-based active teaching strategies to promote student success

### **Belonging Statement**

My goal is to create a class in which everyone is welcome, included, and able to learn and succeed. Our readings will include writing from authors of a variety of backgrounds and cultures, and we will work together to create an environment in which each of you can contribute fully. Please talk with me if there is something I need to know to better facilitate a positive and productive learning environment for you.

### Course Expectations

Graduate students in the course are expected to engage cognitively and behaviorally in readings, discussions, learning groups, experiential activities, individual and collaborative assignments, among other teaching methods. Learning is by itself, with others, and for others.

Your active participation in the course will help build a community of practice for everyone.

* There will be many in-class/Zoom and asynchronous online activities in Canvas throughout the semester. These activities are designed to demonstrate how to engage students in various formats to serve different purposes. Instructions and expectations will be posted in Canvas and/or distributed in the class.
* Attendance in Canvas is not based on “seat time,” but instead is based on the quality of your participation in readings, assignments, and discussions. See a rubric in Appendix A.

### Assignments and Grading

The assignments in this course will be graded on a total points system. There will be 1,000 total points. Each module provides a breakdown of points.

#### Grading Scale

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| --- | --- |
| **Total Points** | **Letter Grade** |
| 900-1000 pts. | “A” Grade |
| 800-899 pts. | “B” Grade |
| 700-799 pts. | “C” Grade |
| 600-699 pts. | “D” Grade |
| Below 600 pts. | “F” Grade |

#### Activities and Associated Points

|  |  |  |
| --- | --- | --- |
| **Graded Activities & Assignments** | **Points per Assignment** | **Total Points** |
| Syllabus Quiz | 25 pts. | 25 pts. |
| 4 Individual or Collaborative Projects | 50 pts./project | 200 pts. |
| 7 Student-led Asynchronous Online Discussions (Rubric in Appendix A, p.8) | 50 pts./Discussion | 350 pts. |
| 1 Collaborative Workbook | 200 pts./project | 200 pts. |
| 1 Small group Presentation & Revision | 150 pts. | 150 pts. |
| Overall In-class/Zoom Participation | 75 pts | 75 pts |
| **Total** | **N/A** | **1,000 pts.** |

#### Assignment Descriptions

* Projects: Small individual or collaborative projects such as wiki collaborations, video-based discussions, infographics, concept maps, or timelines to deepen your critical thinking and demonstrate alternative teaching and assessment strategies.
* Student-led asynchronous Online Discussions: The course format will follow a Tuesday – Saturday cycle. Each student will serve as the facilitator to lead a weekly online discussion in Canvas. The student facilitator will post TWO initial questions by Monday, noon, the rest of the students will post at least ONE initial response by Thursday, midnight, then at least TWO follow-up posts by Saturday, midnight. The instructor will model the expectations of the quality and quantity in Discussion Board first.
* Collaborative Workbook: This is an ongoing collaborative project with groups of 3-5 students. Collaboratively, students will write and demonstrate various inquiry-based methods in terms of theoretical framework, activity design, best practices, assessment, and considerations. Students will get feedback from the instructor and peers. Students will also sign a group contract and do a peer evaluation. More instruction will be available in Canvas.
* Group Presentation: Each collaborative workbook group will have about 20 minutes to demonstrate/teach their chosen method to peers, and 10- 15 minutes to get feedback.
* In-class /Zoom Participation: Your overall online participation is graded, so is your participation in our synchronous class sessions on Zoom.
* Assessment methods: Various methods will be used, such as quizzes, individual and collaborative projects, peer review, online participation rubric, and group participation

survey.

### Asynchronous Online Discussions and Activities

Assignment instructions, details, and due dates will be posted in Canvas. It is your responsibility to make sure that all assignments are submitted correctly and on time, according to the assignment instructions. Any assignments not submitted correctly or on time will be considered late.

#### Course Online Discussions

* + **Forming the groups** – You will enroll in different groups for each week’s discussion to work with different peers. You are restricted to the discussion topic of your own group from Monday to Thursday. Then the restriction is removed so you can, and are encouraged to, access and contribute to other groups’ discussions.
  + **Facilitating Discussions** - You will have the opportunity to facilitate one of the discussions as facilitators. I will model the first two weeks’ discussions and have you sign up to facilitate the remaining weeks. Afterwards, you will be responsible for initiating the group’s discussion with two questions or ideas based on the readings, which I will review and revise with you first, then I will post your small groups in Canvas by Monday, noon. You will work to guide and deepen the discussion through replies to your group members’ posts. This may be in the form of additional thoughts or questions.

#### Quality and Quantity of Posts

* + **Quantity of Postings** - Active participation in course discussions is a major aspect of this course. For each weekly discussion, you are expected to post at least one response by Thursday, midnight after the student facilitators posts their initial post. One post is to respond to the facilitator’s questions. Another post is your comments on another group members’ post. Afterwards, you are expected respond to at least two (2) other participants’ posts by Saturday, midnight each week. you are encouraged to exceed the minimum expectation of posts. The minimum requirements on number of posts are to get a conversation started. Students who only meet the minimum requirement and do not engage in discussions continuously will get the minimum grade on discussions, such as half of the points.

You are required to space out your online participation from Thursday to Saturday to help keep the discussions ongoing. In other words, please don’t procrastinate to post right before the Thursday and Saturday deadlines. For a Monday-Saturday cycle, you can choose to engage in Canvas discussions for any 4 days within the cycle.

* + **Quality of Postings** - Your posts should be comparable to the kinds of comments you would make in a face-to-face course. A three-page essay will not lend to a quality discussion. On the other hand, neither will only saying “I agree!” or “That is a great idea.” Please consider the quality of your participation when you post. The quality of the online discussion is contingent on the depth and richness of the posts of those in the discussion. See Appendix A for a rubric of quality discussion. Also see Appendix B Netiquette Guidelines for tips on appropriate discussion board behavior.

#### Instructor’s Role

I will actively participate in the course discussions but will not interfere with your role as the facilitator.

### **Late Work, Class Meetings, and Online Participation**

Turning work in on time is critical for your success in this course in that you will get timely feedback from me or your peers to help your future work. In general, an assignment turned in late (that has not been previously discussed with me) will be worth 50% of the possible value. If you miss two in-class/Zoom meetings without any communication before or after the class, your grade will be lowered a letter grade by default.

However, I fully understand that everyone has emergencies, unexpected events, or oversights to miss a class or an assignment. Please do not hesitate to contact me to discuss alternative ways to make up your work. I am always here to help!

### Academic Integrity

The overall goal of this course is your learning. In order to demonstrate that you have reached this goal, the work you turn in needs to be your own. This includes putting written work into your own words and citing your sources, as appropriate to avoid plagiarism. If you work in a group, seek assistance from a tutor, use a resource on campus, and/or use online resources (including AI software), the work you turn in must be your own, demonstrating your own understanding of the material that you have gained through the learning process.

If you have questions about academic integrity or plagiarism, please ask: my aim is to foster an environment where you can learn and grow, while also maintaining academic honesty and a clear representation of your learning and ideas. Penalties for serious offenses include a zero on the assignment and egregious offenses can even result in expulsion from the university, so it is important to understand expectations.

Plagiarism as defined by the [OU Integrity Office](https://www.ou.edu/integrity/students#OU-and-Integrity) includes:

* Copying words and presenting them as your own writing.
* Copying words, even if you give the source, unless you also indicate that the copied words are a direct quotation
* Copying words and then changing them a little, even if you give the source.
* Even if you express it in your own words, it is plagiarism to use someone else’s idea as your own.

Visit the [OU Integrity Office](https://www.ou.edu/integrity/students#OU-and-Integrity) for more information on what constitutes plagiarism.

### Land Acknowledgement Statement Provided by OU’s Tribal Liaison Office

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinais” Caddo Nation and “[Kirikirʔi:s](http://www.wichitatribe.com/media/18910/wichita.mp3" \o "Click to Hear It)” Wichita & Affiliated Tribes. We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations. Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people. The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor, and respect the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma’s 39 tribal nations. This acknowledgement is aligned with our university’s core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.

## University Policies

### Mental Health Support Services

Support is available for any student experiencing mental health issues that are impacting their academic success.  Students can either been seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through [TELUS](https://www.ou.edu/ucc/online-therapy) Health.  To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit  [University Counseling Center](https://www.ou.edu/ucc). The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

### Title IX Resources and Reporting Requirement

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially, please contact [OU Advocates](https://www.ou.edu/gec/gender-based-violence/advocates)(available 24/7 at 405-615-0013) or [University Counseling Center](http://ou.edu/ucc) (M-F 8 a.m. to 5 p.m. at 405-325-2911)

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University’s Title IX Grievance procedures, reporting, or support measures, please visit [Institutional Equity Office](https://www.ou.edu/eoo)at 405-325-3546.

### Reasonable Accommodation Policy

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please [submit your semester accommodation request through the ADRC](https://www.ou.edu/adrc/students/adrc-registered-students/accommodation-request) as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete [ADRC’s pre-registration form](https://forms.office.com/pages/responsepage.aspx?id=neB9nDSQwUS0YsRk_s4gSiXtB4DC5XxJhwAGd7Un1f5UNFU2WDE3UEVENTFIMkgyWFkzV0lGM1NPVCQlQCN0PWcu) to begin the registration process.  ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU.  For more information on ADRC registration procedures, please review their [Register with the ADRC](https://www.ou.edu/adrc/about/registering-with-the-adrc) web page.  You may also contact them at (405)325-3852 or [adrc@ou.edu](mailto:adrc@ou.edu), or visit [www.ou.edu/adrc](http://www.ou.edu/adrc) for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

### Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[[See Faculty Handbook 3.15.2]](https://apps.hr.ou.edu/FacultyHandbook/#3.15.2)

### Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Accessibility and Disability Resource Center at 405/325-3852 and/or the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office [FAQ on Pregnant and Parenting Students’ Rights](https://www.ou.edu/content/dam/eoo/documents/faqs/faqs-pregnant-and-parenting-students.pdf) for answers to commonly asked questions.

### Final Exam Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU’s [Final Exam Preparation Period policy](https://apps.hr.ou.edu/FacultyHandbook#4.10).

## Course Schedule (Subject to change)

I reserve the right to modify the syllabus and the course schedule as deemed necessary. If a change is made that affects assignments and due dates, I will communicate the change via Canvas and email.   
  
Weeks in **red and underlined** below will be in Zoom. The rest of the weeks will be online in Canvas. This course only has two due dates – Thursday & Saturday midnights.

### Part 1 & 2: Preparing for Teaching & Human Factors

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| --- | --- | --- |
| **Week & Topics** | **Topics and Readings** | **Due** |
| **Week 1** (1/20): Orientation & Science of Learning | Course Orientation and Teaching Framework | Syllabus Quiz – 25 pts.*,* Saturday, midnight, Canvas |
| **Week 2**: Outcome-based Design | Textbook: Ch. 2 & 3 Required Readings in Canvas, if any | Mock Project (Not graded; participation counts to the overall participation grade), Saturday, midnight, Canvas |
| **Week 3**: Tech, Syllabus & Copyright | Textbook: Ch. 4, 5 & 6 Required Readings in Canvas, if any | I will model small group discussions (Not graded; participation counts to the overall participation grade), Saturday, midnight, Canvas |
| **Week 4 (2/10)**: Inclusive classroom & Student Motivation | Textbook: Ch. 7 & 8 Required Readings in Canvas, if any | **Project 1**, 50pts.,Thursday before Zoom class |

### Part 3: Tried-and-True Teaching Methods

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| --- | --- | --- |
| **Week & Topics** | **Topics and Readings** | **Due** |
| **Week 5**: Classroom Incivility & Academic Integrity | Textbook: Ch. 9 &10; Required Readings in Canvas, if any | Student-led Discussion 1 (in Canvas) – 50 pts. Initial one post Thursday, midnight; last two posts Saturday, midnight |
| **Week 6**: Teaching Methods & Effective Discussions | Textbook: Ch. 11 & 13; Required Readings in Canvas, if any | Student-led Discussion 2 (in Canvas) – 50 pts.Initial one post Thursday, midnight; last two posts Saturday, midnight |
| **Week 7 (3/3)**: Experiential Learning & Productive Groups | Textbook: Ch. 14 &15; Required Readings in Canvas, if any | **Project 2**, 50pts.Thursday before Zoom class |

### Part 4 & 5: Inquiry-Based Methods for Solving Real-World Problems

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| --- | --- | --- |
| **Week & Topics** | **Readings** | **Due** |
| **Week 8**: Inquiry-guided Learning & Case Studies | Textbook – Ch. 16 &17; Required Readings in Canvas, if any | Student-led Discussion 3 (in Canvas) – 50 pts. Initial one post Thursday, midnight; last two posts Saturday, midnight |
| **Week 9**: Spring Break(3/14 - 3/18; No class) | N/A | N/A |
| **Week 10 (3/24**): Reflection week | Summary & Reflection | **Project 3,** 50pts. Thursday before Zoom class; First Group Discussion of Collaborative Workbook |
| **Week 11**: Problem-based learning (PBL) & PBL in STEM | Textbook – Ch. 18 &19; Required Readings in Canvas, if any | Student-led Discussion 4 (in Canvas) – 50 pts. Initial one post Thursday, midnight; last two posts Saturday, midnight |
| **Week 12**: Self-regulated Learning & Student Preparation for class | Textbook – Ch. 20 & 21; Required Readings in Canvas, if any | Student-led Discussion 5 (in Canvas) – 50 pts.Initial one post Thursday, midnight; last two posts Saturday, midnight |
| **Week 13 (4/14)**: Teaching in Multiple Modes & Visual Mode | Textbook – Ch. 22 & 23. Required Readings in Canvas, if any | **Project 4, 50pts.** Thursday before Zoom class**;** Second Group Discussion of Collaborative Workbook |
| **Week 14**: Assessment | Textbook – Ch. 24, 25 & 26; Required Readings in Canvas, if any | Student-led Discussion 6 (in Canvas) – 50 pts. Initial one post Thursday, midnight; last two posts Saturday, midnight. |

### Part 6: Assessment and Grading

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| --- | --- | --- |
| **Week & Topics** | **Readings** | **Due** |
| **Week 15**: Grading & Teaching Reflection | Textbook – Ch. 27 & 28; Required Readings in Canvas, if any | Student-led Discussion 7 (in Canvas) – 50 pts. Initial one post Thursday, midnight; last two posts Saturday, midnight |
| **Week 16 (5/5)**: Small-group Presentations | Workbook Presentations | Draft of online documents due on 5/5 before Zoom class; Revised online documents due on 5/10 in Canvas |

## Appendix A: Rubric for Online Discussion

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Elements** | **Rating of 4** | **Rating of 3** | **Rating of 2** | **Rating of 1** |
| Promptness and Initiative | Consistently responds to postings in less than 24 hours; demonstrates good self-initiative | Responds to most postings within a 24-hour period; requires occasional prompting to post | Responds to most postings several days after initial discussion; limited initiative | Does not respond to most postings; rarely participates freely |
| Relevance of Post | Consistently makes postings related to the discussion topic; cites additional references | Frequently makes postings that are related to the discussion content; prompts further discussion of the topic | Occasionally posts off topic; most posts are short in length and offer no further insight into the topic | Makes postings that do not relate to the discussion content; makes short or irrelevant remarks |
| Expression Within the Post | Expresses opinions and ideas in a clear and concise manner with obvious connection to the topic | Opinions and ideas are stated clearly with occasional lack of connection to the topic | Unclear connection to the topic evidenced in minimal expression of opinions or ideas | Does not respond to most postings; rarely participates freely |
| Contribution to Class | Aware of need of the class; frequently attempts to motivate the group discussion; presents a creative approach to the topic | Frequently attempts to direct the discussion and to present a relevant viewpoint for consideration by the group | Occasionally makes meaningful reflection on group efforts; marginal effort to become involved in the group | Does not try to participate in class as it develops; seems indifferent |

## Appendix B: Netiquette Guidelines

### Netiquette Guidelines

A modeling of the words “network” and “etiquette,” netiquetterefers to the manner in which communication is conveyed in an electronic environment. Here are some guidelines for communication with this course:

* Refrain from using all caps. It is considered shouting when communicating online.
* Anticipate that we will have different perspectives on the course topics, which will result in disagreements. Disagreements may feel uncomfortable because we associate them with conflict. However, they can be an important part of academic discourse. In order to engage in academic discussion productivity, I ask that we:
  + discuss not just our opinions, but how our opinions are informed by our readings within this course and/or research we have conducted using reputable sources;
  + do not make assumptions about the person behind posts that you disagree or agree with (including assuming their background, identity, political or religious affiliation);
  + do not make belittling or disparaging remarks about others;
  + reflect upon your post before submitting it;
  + keep the discussion within the scope of the course material.

### Communication Guidelines

Learning grammar is a lifelong process, and not something we can cover completely in this class; therefore, I will not be grading your generic grammatical correctness. However, I may provide feedback, without associating it with your grade, to help you learn the conventions of our academic discipline and to help clarify your discussion posts. It is important for us to be able to communicate clearly with one another and to demonstrate our attention to the assignments. While I do not expect 100% error-free writing, proofreading is an important skill and I ask that you spend time proofreading your posts.

#### Proofreading Tips

* Read your posts aloud or listen to them using the immersive reader function within Canvas;
* Remove [“deadwood” phrases](https://www.tckpublishing.com/deadwood-phrases/). Finally, while it is vital to learn the conventions expected in your academic discipline, it is also important to understand that experienced writers often break “the rules.” On purpose. Such intentional rule-breaking could be as simple as writing a bold but incomplete sentence (as I just did by writing “On purpose.” Technically this is a sentence fragment. Very naughty! Or it could mean incorporating phrases from everyday speech or from a language other than English when that is appropriate to the meaning of your text.