A green and black logo

Description automatically generated

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

**EDBE 2050 SYLLABUS**

FALL 2024

1. **COURSE NUMBER AND TITLE**

EDBE 2050: Understanding and Teaching Multilingual Students

1. **INSTRUCTOR**

**Name:** Professor Muñoz

**Office Location:** MH 218-Z

**Office Hours:**

Tuesdays/Thursdays 8:00 AM -11:00 AM

**Email:** Angeles.Munoz@unt.edu

1. **COURSE PREREQUISITES AND COREQUISITES**

None

1. **COURSE GOALS AND MATERIALS**

The content of this course is aimed at these goals:

* Analyze the historical perspectives and demographic trends of multilingualism and multilingual learners in Texas and the US.
* Provide an overview of the different types of programs that traditionally serve multilingual students in Texas and the U.S.
* Examine pedagogical approaches to teaching multilingual students that leverage students’ linguistic, cultural, and academic realities and identities, while also positioning the community as a valuable resource.

**REQUIRED TEXTBOOK**

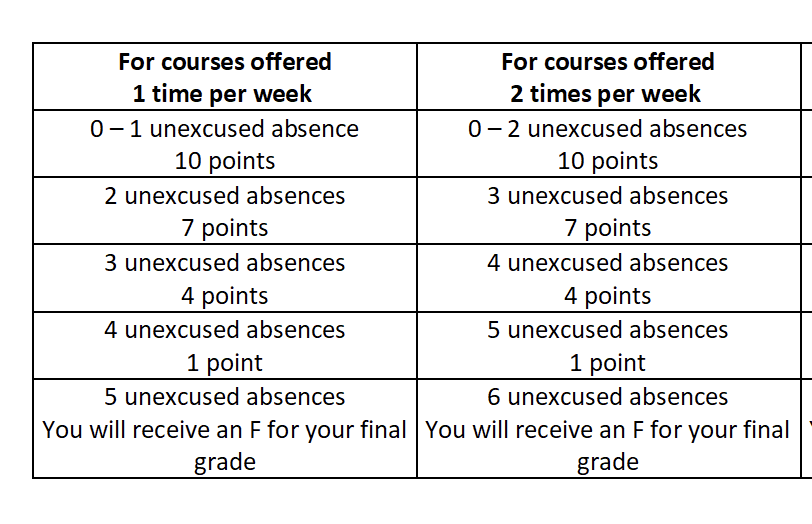
Espinoza, C. M., & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using*

*translanguaging to grow multilingual readers and writers*. Scholastic.

1. **STANDARDS**
   1. Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
   2. Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
   3. Standard III. The ESL teacher understands the process of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.
   4. Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
   5. Standard V. The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.
   6. Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
   7. Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.
2. **UNT ATTENDANCE EXPECTATIONS**

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole-group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade. Students must let the instructor know as soon as possible if they will be missing class. It is the student's responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus, regardless of student absences. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please, note: it is the student's responsibility to drop this course, if necessary.

**Attendance Points**

****

**Late Work**

Assignments turned in after the due date will be deducted 10 percent each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction). No assignments will be accepted if submitted three days after the due date. If you become sick, an excuse, such as a doctor's note, will be required before I accept an assignment. Other circumstances, such as a death in the family, accidents, inclement weather, or emergencies, will be examined on an individual basis. Communicate with your instructor about your specific situation.

1. **SUMMARY OF COURSE ASSIGNMENTS**

Grading scale for this course: 90-100=**A**, 80-89=**B**, 70-79=**C**, 60-69=**D**, below 60=**F**

|  |  |  |
| --- | --- | --- |
| Assignments | Week | Points |
| Attendance | Ongoing | 10 |
| Classroom engagement (active Participation) | Ongoing | 10 |
| Reflective Digital Journal | 2, 4, 6, and 8 | 40 |
| Case Study Project | 12 | 20 |
| Understanding and Teaching Multilingual Students: Imagining My Future Classroom | 13 | 20 |
| Total |  | 100 |

**Description of Assignments**

**Attendance and classroom engagement**

You are expected to attend the total number of class sessions in the semester. Furthermore, it is also expected that you make meaningful intellectual contributions to the class by participating in the activities and discussions.

Absences due to religious observations, military duty, and participation in UNT-sponsored activities will be excused. Other circumstances, such as illnesses, accidents, inclement weather, death in the family, or epidemics, will be dealt with on a case-by-case basis.

**Reflective Digital Journal (RDJ)-Weeks 2, 4, 6, & 8 (10 points each)**

Throughout the semester's trajectory, students will document their reactions, connections, and questions about the materials from the course. We will also use this space to introduce ourselves and provide feedback to the instructor about the course.

During the semester, you will write **four** entries. The requirements are: (1) at least 350 words; (2) write about the prompt(s) assigned and connect to the materials of the week; (3) reflect on your personal experiences (or lack thereof) in conjunction with the prompt. Prompts will be based on the week's class(es), readings, and other materials and may integrate one or a combination of the following: [RUBRIC](https://docs.google.com/document/d/1Vnmwqyz0rh8jUwn-I4Q0Kl6k0DmvEVaH/edit?usp=sharing&ouid=113213658776901577248&rtpof=true&sd=true)

* A powerful concept/idea from the reading(s)
* A video/documentary we saw in class
* An activity we did in class
* A children’s book that we read in class
* A guest who came to class to talk with us

**Case Study (20 points)**

In groups (2-3 students per group), students will complete an analysis of a case study that prioritizes bi/multilingual students in a hypothetical (but very similar to what they might encounter in the field) scenario. In this assignment, students will have the opportunity to analyze challenges within the scenario that do not align with our theoretical perspectives in the course. Students will be expected to present multilingual pedagogical practices that better fit the needs of their hypothetical students. The final product should be 3-5 pages, including citations of course materials. A detailed rubric and additional instructions will be provided in class. [RUBRIC](https://docs.google.com/document/d/19RtltokDn2-TkGA8DQ5CQIEPf10jq_JJ2quqEvTsczI/edit?usp=sharing)

**Understanding and Teaching Multilingual Students: Imagining My Future Classroom (20 points)**

Based on theoretical perspectives from the course and the co-construction of knowledge throughout the semester, students will create a product using a creative outlet (guidebook/'zine/video/infographic/website/Tumblr/Canva/children's book) that focuses on their newfound understandings, discoveries, and reflections around the teaching of bi/multilingual students in the elementary classroom. This product should demonstrate students' grasp of the implementation of translanguaging, their emerging understanding of the framework, and ways they imagine engaging bi/multilingual students in their future classrooms.

The students will tailor this project to their trajectory as future ESL, special education, early childhood, and bilingual education teachers.

In addition to the product, students will write a 1-page summary that describes concepts/ideas from the course materials and the integration of learnings from this course.

1. **COURSE SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Readings | Overarching questions |
| 1 | Introduction to the course and syllabus  Overview of multilingualism | “Forgetting my first language” (Liao, 2021) | What is multilingualism? |
| 2 | Overview of translanguaging | “Rooted in Strength, chapter 1” (Espinoza & Ascenzi-Moreno, 2021);  “[Translanguaging](https://youtu.be/5l1CcrRrck0?si=ciXIVKwVFRbl8hXg&t=14)?” (García, 2017) | Submit RDJ #1  What is translanguaging, and what is its potential impact on multilingual learners? |
| 3 | Theories of multilingualism & translanguaging | “Rooted in Strength, chapter 2” (Espinoza & Ascenzi-Moreno, 2021);  “Positioning teachers, positioning learners: Why we should stop using the term English Learners” (Colombo et al., 2018) | How can translanguaging be implemented as a framework for instruction? |
| 4 | Historical context in multilingual education | “Rooted in Strength, chapter 3” (Espinoza & Ascenzi-Moreno, 2021); “Chapter 89: State plan for educating emergent bilinguals” (TEA) | Submit RDJ #2  What are the goals of multilingual education? |
| 5 | Translanguaging in literacy instruction | “Rooted in Strength, chapter 4” (Espinoza & Ascenzi-Moreno, 2021); “Understanding translanguaging in US Literacy classrooms” (Seltzer & de los Rios, 2021). | How can translanguaging be used to grow multilingual readers and writers?  What strategies can leverage students' linguistic strengths in literacy? |
| 6 | Classroom applications of translanguaging | “Rooted in Strength, chapter 5” (Espinoza & Ascenzi-Moreno, 2021) | Submit RDJ #3  How do we incorporate the students' experiences into the curriculum? |
| 7 | Literacy instruction of multilingual learners | “Rooted in Strength, chapter 6” (Espinoza & Ascenzi-Moreno, 2021);  “Promoting and maintaining bilingualism and biliteracy” (Giambo & Szecsi, 2015) | How do we empower multilingual learners through literacy instruction that honors their linguistic and cultural backgrounds? |
| 8 | Research-based practices for multilingual learners | “Rooted in Strength, chapter 7” (Espinoza & Ascenzi-Moreno, 2021); “Toward a Multilingual Perspective on Reading” (Ascenzi‐Moreno, 2024) | Submit RDJ #4  What are research-based practices? |
| 9 | Differentiation and scaffolding for multilingual learners | “Rooted in Strength, chapter 8” (Espinoza & Ascenzi-Moreno, 2021); "Instruction to Engage Multilingual Learners"(Collett & Dubetz, 2022). | How can we differentiate instruction for multilingual learners in literacy?  Name some examples of how scaffolding writing and reading strategies have helped meet the needs of diverse learners. |
| 10 | Translanguaging and writing instruction | “Rooted in Strength, chapter 9” (Espinoza & Ascenzi-Moreno, 2021) | How do we develop multilingual writers using translanguaging strategies? |
| 11 | Challenges in multilingual education | “Rooted in Strength, chapter 10” (Espinoza & Ascenzi-Moreno, 2021) | What are some of the challenges in multilingual education? |
| 12 | Assessing multilingual learners' literacy development | “Rooted in Strength, chapter 11” (Espinoza & Ascenzi-Moreno, 2021); “What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners?” Escamilla, et al., 2018). | Case Study Due  How can we use translanguaging as an asset in formative and summative assessments? Name some methods for assessing multilingual learners' reading and writing progress. |
| 13 | Student presentations of final projects | Getting ready to teach in bilingual classrooms | Final Project Due |
| 14 | Student presentations of final projects | Getting ready to teach in bilingual classrooms | What are you most excited about teaching multilingual learners? |
| 15 | Course Review | Reflect on personal growth and learning in the course | What strategies are you eager to implement with multilingual learners? |
| 16 | Finals Week: [Fall 2024 Final Exam Schedule](https://registrar.unt.edu/exams/final-exam-schedule/fall.html) | | |

1. **UNT’S STANDARD SYLLABUS STATEMENTS**

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website at disability.unt.edu. (UNT Policy 16.001)

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering the course.

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**Acceptable Student Behavior.** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

1. **BIBLIOGRAPHY**

Ascenzi‐Moreno, L. (2024). [Toward a Multilingual Perspective on Reading: Aligning Emergent](https://drive.google.com/file/d/1ZGFE6dZsUzb62hiO80PPr067ATIaq649/view?usp=sharing)

[Bilinguals' Resources with Theories of Reading and Implications for Instruction.](https://drive.google.com/file/d/1ZGFE6dZsUzb62hiO80PPr067ATIaq649/view?usp=sharing) *The*

*Reading Teacher*, *77*(6), 918-926.

Collett, J., & Dubetz, N. (2022).[Instruction to Engage Multilingual Learners with Grade‐level](https://drive.google.com/file/d/1Fe7lKIWeUgocldgkis_amZi3-Bd2rEGq/view?usp=sharing)

[Content.](https://drive.google.com/file/d/1Fe7lKIWeUgocldgkis_amZi3-Bd2rEGq/view?usp=sharing) *The Reading Teacher*, *75*(5), 593-602.

Colombo, M., Tigert, J. M., & Leider, C. M. (2018).[Positioning teachers,](https://libproxy.library.unt.edu:9443/login?url=https://doi-org.libproxy.library.unt.edu/10.1002/tesj.432) [positioning learners: Why we should stop using the term English](https://libproxy.library.unt.edu:9443/login?url=https://doi-org.libproxy.library.unt.edu/10.1002/tesj.432)

[learners](https://libproxy.library.unt.edu:9443/login?url=https://doi-org.libproxy.library.unt.edu/10.1002/tesj.432).TESOL Journal. https://doi.org/10.1002/tesj.432

Escamilla, K., Butvilofsky, S., & Hopewell, S. (2018). [What gets lost when English-only writing](https://drive.google.com/file/d/1v6AeXeEHcFDXVbsb8SV-kkfVB2_mhlRN/view?usp=sharing)

[assessment is used to assess writing proficiency in Spanish-English emerging bilingual](https://drive.google.com/file/d/1v6AeXeEHcFDXVbsb8SV-kkfVB2_mhlRN/view?usp=sharing)

[learners?](https://drive.google.com/file/d/1v6AeXeEHcFDXVbsb8SV-kkfVB2_mhlRN/view?usp=sharing) *International Multilingual Research Journal*, *12*(4), 221-236.

Espinoza, C. M., & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using translanguaging to*

*grow multilingual readers and writers*. Scholastic.

Giambo, D. A., & Szecsi, T. (2015). [Promoting and maintaining bilingualism and biliteracy:](https://drive.google.com/file/d/1tXtUfil3p8MxvyBy336nhPKYT2DzHOsW/view?usp=share_link)

[Cognitive and biliteracy benefits & strategies for monolingual teachers.](https://drive.google.com/file/d/1tXtUfil3p8MxvyBy336nhPKYT2DzHOsW/view?usp=share_link) *The open*

*communication journal*, *9*(1).

Liao, J. (2021). [Forgetting my first language](https://www.newyorker.com/culture/personal-history/forgetting-my-first-language). The New Yorker.

https://www.newyorker.com/culture/personal-history/forgetting-my-first-language

Seltzer, K., & de los Rios, C.V. (2021). [Understanding translanguaging in US](https://ncte.org/resources/policy-briefs/)

[Literacy classrooms](https://ncte.org/resources/policy-briefs/). National Council of Teachers of English.

https://ncte.org/resources/policy-briefs.

Texas Education Code: Chapter 89.1201. (2023). [Adaptations for special](https://tea.texas.gov/about-tea/laws-and-rules/commissioner-rules-tac/coe-tac-currently-in-effect/ch089bb.pdf) [Chapter 89. Adaptations for Special Populations](http://ritter.tea.state.tx.us/rules/tac/chap%C2%A0%20ter089/ch089bb.html%C2%A0). Retrieved from

<https://tea.texas.gov/about-tea/laws-and-rules/commissioner-rules-tac/coe-tac-currently-in-effect/ch089bb.pdf>

**The instructor may modify this syllabus as needed**