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**EDRE 4840: Linguistically Diverse Learners- SPRING 2020**

**COURSE NUMBER/SECTION:**

EDRE 4840.001 Tuesdays 5:30- 8:20pm, Language Building 310

**INSTRUCTOR:** Brittany L. Frieson, PhD *she/her/hers*

**PREFERRED NAME:** Please address me as Dr. Frieson

**OFFICE:** Matthews Hall, 205F (Enter through 204 suite door)

 OFFICE PHONE: 940-369-5778

 EMAIL ADDRESS: brittany.frieson@unt.edu

**STUDENT HOURS:**  Tuesdays 1pm to 4pm (or by appointment)

**CLASS MEETINGS:** Tuesdays 5:30-8:20pm

**CATALOG COURSE DESCRIPTION**

Designed to enhance the awareness and understanding of pre-service teachers regarding the linguistically diverse learner. Includes study of the language and learning needs of language minoritized students, the affective aspect of the immigrant and refugee experience, and the impact of that experience on academic and linguistic development. Students will explore how to make practical application of course content in both the mainstream and the English-as-a-Second-Language classrooms.

**COURSE INTRODUCTION**

In the United States, the student population of public schools includes many linguistically diverse students. Classroom teachers must be ready, willing, and able to meet the needs of multilingual students in their instructional programs. Linguistically diverse learners present a wonderful opportunity for teachers to apply theory-based research and instructional methods that enrich their classrooms on many levels. This course will enable students to increase their awareness and understanding of linguistically diverse learners, the language processes they experience, systems of oppression that historically played a role in the educational experience, and the equitable instructional practices to incorporate that facilitate the progress of linguistically minoritized students. The course emphasizes language and literacy, but much regard will also be given to the critical ways of knowing related to language and learning experiences in order to meet the needs of linguistically marginalized youth.

FOCUS ON EQUITY & EQUITABLE PRACTICES

Acknowledging the pluralism of linguistically minoritized populations, this course focuses on the literacy needs and the variety of language learning strategies of our diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of all students in their instructional planning, material selections, and proposed activities. In addition, students are expected to broaden their knowledge base of multicultural issues, including: language differences; learning styles; economic disparities; and cultural variations, and to evidence growing insight into these perspectives in their assignments as they prepare to work in public school classrooms. This insight is particularly important if teachers intend to provide excellent instruction for students who are learning standardized English as an additional language.

Critical Conversations: Critical discourse is essential for productive engagement in questioning our environments, addressing social injustices, and making a difference in our communities (Mitra, Serriere, & Burroughs, 2017). This course addresses material that may be personal and therefore, sensitive topics such as race, class, inclusion, gender, dis/ability, etc, will be discussed. As a member of our community, we are all expected to be respectful of ideas, beliefs, and opinions that may be different than our own. You are encouraged to engage in thoughtful and productive debate that will help us grow as scholars; however, personal attacks on individuals will not be tolerated. If you find yourself having difficulty with this, please come and immediately discuss this with me, so that we can collaboratively brainstorm solutions on how to proceed forward.

**READING MATERIALS**

García, O. & Kleifgen, J. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English learners (*2nd ed.) New York, NY: Teachers College Press.

\*\*Other course materials such as journal articles, book chapters, podcasts, and curriculum materials are available on our course Canvas site.\*\*

Log on to this URL for access to Canvas tools and resources:

https://learn.unt.edu/webapps/portal/execute/tabs/tabAction?tab\_tab\_group\_id=\_1\_1

**OTHER RELATED RESOURCES**

**Resources:** Texas Education Agency websites, LPAC Manual, TAKS Tests Samples, TELPAS, and other approved tests in Texas.

**COURSE OBJECTIVES**

At the end of this course, students should be able to:

1. describe and understand the plurality of linguistically minoritized learners.
2. describe and understand the refugee and immigrant experience and its impact on teaching and learning.
3. describe the nature of language and language learning.
4. discuss, compare and contrast language acquisition and language learning.
5. describe the features of the Standardized American English (SAE) that may impact linguistically minoritized students.
6. describe the features of language varieties and how to incorporate those languages into instructional practice.
7. discuss affective implications and strategies for developing cross-cultural sensitivity in the classroom.
8. identify sources of culturally-relevant materials and activities for the linguistically minoritized student in the bilingual, ESL classroom, and/or the content area.
9. establish inclusive learning environments that are supportive of culturally and linguistically diverse students.
10. provide instruction that reflects the interrelationships of reading, writing, listening, and speaking and facilitate learner’ abilities to construct and convey meaning in SAE.
11. explore ways to facilitate and accelerate the language and literacy progress of linguistically diverse students in mainstream classrooms.
12. practice and develop an awareness of multiple approaches to teaching culturally and linguistically diverse students.
13. Analyze and evaluate instructional materials such as textbooks, websites, lesson plans, assessments, etc. using knowledge of language/cultural diversity and appropriate pedagogies.

**COURSE EVALUATION**

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| **Participation** | 10% |
| **Cultural & Linguistic Autoethnography** | 15% |
| **Response Papers (2);** 10% each | 20% |
| **Multicultural Book Analysis & Group Presentation** | 15% |
| **Educator Interview** | 15% |
| **Multicultural Book Integrated Unit Plan** | 25% |
| **Total Evaluation Points** | **100%** |

**COURSE GRADING SCALE**

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| **A** | 100-90% |
| **B** | 89-80% |
| **C** | 79-70% |
| **D** | 69-60% |
| **F** | 59% and below |

**MAJOR ASSIGNMENTS**

Brief descriptions of the major assignments are described below with corresponding due dates. Refer back to this throughout the semester. A more detailed assignment sheet and evaluation rubric will be provided later in the semester. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. It makes it easier to read and provide feedback for you. However, if your preference is single-spaced, then please divide the page numbers by 2 for an accurate page-preference. See me if you have any questions!

**Response Papers (20%); Due Jan. 21st and Feb. 4th**

Students will prepare two, written responses to the assigned readings. In these papers, you will respond to and make connections between your academic and personal life experiences and the course readings. Response papers should be between 1-2 pages and will be due during weeks 2 and 4.

**Cultural & Linguistic Autoethnography (15%); Due Feb. 25th**

You will write a 3-5 page reflective paper about your cultural and linguistic heritage and experiences. The main components of this paper will be:

 -your family’s cultural and linguistic heritage

-connections from your cultural and linguistic heritage to the course readings and materials, lectures, and discussions

-your personal cultural and linguistic heritage

-reflections on how your cultural and linguistic heritage, schooling experiences will affect your future career as an educator

**Educator Interview (15%); Due Mar. 17th**

Students will choose an educator to interview about concepts covered in class. Students are to prepare interview questions prior to the interview on a range of topics related to the course (emergent bilinguals, policy and practice, instructional approaches, etc.), interview the educator, and write a 3-5 page paper on what they learned from the interview and connect it to future instructional practice.

**Children’s Multicultural Book Analysis & Presentation (15%); Due Mar. 31st**

In groups, students will choose a children’s book (appropriate for the grade level(s) that you want to teach) and critically analyze/evaluate the text for any instances of language ideologies, cultural stereotypes, racism, sexism, etc. As a group, students will share their findings in a presentation with the class.

**Multicultural Book Integrated Unit Plan (25%); Due Apr. 28th**

After choosing a multicultural text, students will create an integrated, modified unit plan using **at least** one of the pedagogical approaches covered in the course. You will design 3-4 lesson plans using this approach. Lesson plans will include content and language objectives, academic standards (TEKS), key concepts, vocabulary, instructional strategies and activities that align with pedagogical approaches that support and advocate for linguistically-minoritized populations. More details will be provided in class.

**Participation (10%)**

Students will be expected to be an active participant during class. This includes completing all classwork and participating in discussions.

**COURSE OUTLINE**

\*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor’s discretion to enhance the academic needs of the students.

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| **Week/Class Dates** | **Topics** | Readings Due (**before class)** | Assignments Due |
| **Week 1**January 14 | Course IntroductionLinguistic Diversity in the U.S. | Takacs (2003); Preface & Introduction- García & Kleifgen (2018) |  |
| **Week 2**January 21  | Emergent Bilinguals | García & Kleifgen (2018) Ch. 2Murillo & Smith (2008), “Cultural Diversity: Why it Matters in School and What Teachers Need to Know” (pp. 3-30) | **Response Paper #1** |
| **Week 3**January 28 | Programs & Policies; Second Language Learning Theories | García & Kleifgen Ch. 3Peregoy & Boyle, Ch. 2 |  |
| **Week 4**February 4 | Theoretical Concepts & Practice | García & Kleifgen Ch. 4García & Kleifgen Ch. 5 (p. 76-88)García, Johnson, & Seltzer (2016) p. 1-16 | **Response Paper #2** |
| **Week 5**February 11 | Language Varieties-Standardized English & Southern English | Hudley & Mallison (2009) Ch. 2Lippi-Green - The Standard Language Myth (p. 55 – 64) |  |
| **Week 6**February 18  | Language Varieties-Spanglish/Mexican American English | Martínez (2005) Ch. 5-6 |  |
| **Week 7**February 25 | Language Varieties-African American Language | Delpit & Dowdy Ch. 6Dyson & Smitherman (2009) | **Cultural & Linguistic Autoethnography**  |
| **Week 8**March 3 | Dis/ability & Bilingualism | Martínez-Álvarez (2019)Martínez-Álvarez (2015) |  |
| **Week 9**March 10 |  | **NO CLASS**Garcia & Kleifgen Ch. 7 | Enjoy your break! ☺ |
| **Week 10**March 17 | Pedagogical Approaches | Garcia, Johnson & Seltzer Ch. 5Pacheco & Gutiérrez (2008)  | **Educator Interview** |
| **Week 11**March 24 | Instructional Practices- Reading | Celic & Seltzer (2010) p. 11-19Ebe (2010) |  |
| **Week 12**March 31 | Instructional Practices- Reading | Celic & Seltzer p. 44-61; 147-169Peregoy & Boyle Ch. 7 | **Children’s Book Analysis** |
| **Week 13** April 7 | Instructional Practices- Reading | Celic & Seltzer p. 100-121Peregoy & Boyle Ch. 10 p. 420-436 |  |
| **Week 14**April 14 | Instructional Practices- Writing | Celic & Seltzer p. 122-146Martínez (2010) | **Multicultural Book Integrated Unit Plan Draft**  |
| **Week 15**April 21 | Instructional Practices- Writing  | Dyson (1993) Ch. 8García & Kleifgen Ch. 9 |  |
| **Week 16**April 28 | Family & Community Engagement, Final Reflections & Course Wrap-Up | **Last class day**García & Kleifgen Ch. 8 & 10 | **Multicultural Book Integrated Unit Plan** |

COURSE POLICIES:

**Canvas:** We will be using Canvas to maintain our class website throughout the course and all assignments should be uploaded there. Course materials (i.e. PowerPoint slides, syllabus, etc.) and announcements will be available on Canvas. You are expected to check Canvas frequently regarding announcements (inclement weather, make-up days, messages, etc.) .

**Attendance:** Class attendance and punctuality is a requirement for this course. Along those lines, *we are all human*. We have lives that stretch far beyond the four walls of any institution. If you need to miss class, or arrive late, for any emergency, please e-mail or come and talk to me first. I treasure the relationships with my students, so if you miss class and I have not been previously warned, I will genuinely be concerned about you (please take this into consideration). If you must miss class, it is expected that you will consult with a classmate to review any course material that you missed, as well as view the uploaded course materials and read the assigned literature for the class session.

Any absences and tardies will affect your participation **and** final grade. Each student may miss **1** class without penalty (excused or unexcused). If you miss more than 1 class, 1 point will be deducted from your final grade for each class missed. On the 4th absence, you will be dropped from the course or referred to the ARR committee. Absences due to religious observances, military duty, or UNT-sponsored events will be excused. All other absences will be dealt with at the discretion of the instructor.

**Tardies:** Excessive tardiness (more than 10 minutes) will be considered as an absence. Likewise, leaving class 10 or more minutes before the end of class will be counted as an absence. Three tardies (more than 10 minutes) count as **1** absence.

\*\*Note: Expectations for attending class are in accordance with the statement on attendance set forth in the University of North Texas Bulletin: Undergraduate Catalog. “Regular and punctual class attendance is expected. Absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member.”

**Participation:** This course will be largely based on critical discussions to help us *grow* as scholars and future educators, with some lecture to facilitate and scaffold our foundational knowledge and learning. Therefore, active participation (including your reading, writing, and inquiry) largely determines our journey together through this course. We are a unit and your participation *is* and *will always* be an integral part of this class.

Come to class each day prepared to discuss the assigned readings. Please share your connections, understandings, wonderings, questions, disagreements, and/or agreements. This is how we will all grow. By not attending class and/or actively participating each time (participation doesn’t always look the same—we will discuss this) will negatively impact your final grade.

**Late Work:** All assignments and postings are due on the day designated in the course agenda by 11:59pm (for example, if an assignment is due on 9/10, the assignment is due by 11:59pm on 9/10). If you are need extra time before a due date, please discuss it with me and I will determine what procedures we will follow. **Points will be deducted for late work (1 point for each day it is late) and must be turned in within a week after it is due.**

**Kid-Friendly Environment:** Balancing school and life as a parent is quite the challenge! It is my personal belief that individuals can have dual roles as parents and students if they choose to. Therefore, our classroom space will always be welcoming and inviting of children of all ages!

**Instructor Communication Policy**: Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. **Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m.** Please plan accordingly!

**Expectations for Assignments**

* **Transmit only WORD documents to Canvas, as instructed.**
* If you experience difficulties uploading or downloading files, please contact the UNT Help Desk at 940-565-2324 or send an e-mail to vista@unt.edu. It may be possible that you will need to download the appropriate version of Java or have your browser status checked.
* All assignments should:
	+ present evidence of material read;
	+ present evidence that the assignment is addressed in a well-organized and coherent manner;
	+ include evidence of reflective thought; clarity of expression; creativity and initiative.

Teacher Education & Administration Departmental Policy Statements

ACADEMIC DISHONESTY: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7- Student\_Affairs-Academic\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-%20Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ADA STATEMENT: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

ATTENDANCE: See instructor’s attendance policy.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

E-PORTFOLIO: Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://coe.unt.edu/educator-preparation-office/foliotek>

ELECTRONIC DEVICES: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course. Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

EMAIL – EAGLE CONNECT: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

EMERGENCY NOTIFICATION & PROCEDURES: UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

OBSERVANCE OF RELIGIOUS HOLIDAYS: If you plan to observe a religious holy day that coincides with a class day, please contact me.

RETENTION OF STUDENT RECORDS: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.

SPOT: The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

STUDENT WORK SAMPLES: To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUCCEED AT UNT: The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

TECHNOLOGY INTEGRATION POLICY: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES TEST PREPARATION: To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coetao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org. “Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

UNT CAREER CONNECT: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT eportfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

WRITING POLICY: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call(940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

USE OF TECHNOLOGY: Current media resources related to reading and language arts abound. Some of these resources enhance a teacher’s ability to provide for linguistically diverse students. As a component of this course, students are expected to become aware of technological resources and to grow in their knowledge and application of these tools as a part of their professional competencies. Students should demonstrate skills in accessing information resources and incorporating these into assignments and the preparation of instructional activities. In addition, students must begin to familiarize themselves with available software and be able to critically evaluate its role and effectiveness for successful literacy instruction.

**CONCEPTUAL FRAMEWORK**

###### The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

*The educator as agent of engaged learning* summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner-centered practice. “Engaged learning” signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. “Engaged learning” features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations that advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

*1. Content and curricular knowledge* refers to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

*2. Knowledge of teaching and assessment* refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

*3. Promotion of equity for all learners* refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

*4. Encouragement of diversity* refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

*5. Professional communication* refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

*6. Engaged professional learning* refers to the educator’s commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**STANDARDS AND COMPETENCIES**

 **NEW EDUCATOR STANDARDS:** The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

**Cross-Curricular English Language Proficiency Standards (Texas Statute 74)**

(1) Cross-curricular second language acquisition/learning strategies. The EL uses language-learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The EL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The EL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The EL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The EL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the EL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Here is the link to the Statutory Authority and the ELPS: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

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| VIII. EDRE 4840: Linguistically Diverse Learners Course Objective  | Corresponding PPR ***The beginning teacher knows and understands:***  | Corresponding ELPS/TEKS  |
| 1. TSW- ***describe origins and experiences of linguistically diverse learners.***  | 1.5k cultural and socioeconomic differences and the significance of those differences for instructional planning; 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; 4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);  | 74.4.c.1.A 74.4.c.3.E  |
| 2. TSW- ***describe the refugee and immigrant experience and the impact on teaching and learning.***  | 2.1s interact with students in ways that reflect support and show respect for all students; 2.13k theories and techniques relating to managing and monitoring student behavior 2.18k appropriate responses to a variety of student behaviors and misbehaviors.  |   |
| 3. TSW- ***describe the nature of language and language learning.***  | 1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.  | 74.4.c.5.A 74.4.c.5.E 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4  |   |
| 4. TSW- ***discuss, compare and contrast language acquisition and language learning.***  | 3.1k the importance of clear, accurate communication in the teaching and learning process 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts  | 74.4.c.2.A 74.4.c.5.D 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4  |   |
| 5. TSW- ***describe the features of the English language that may cause problems for linguistically diverse students.***  | 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;  | 74.4.c.1.B 74.4.c.2.B 74.4.c.3.B 74.4.c.5.C 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4  |   |
| 6. TSW- ***identify***  | 1.2k adapt lessons to address students’ varied  | 74.4.c.1.G  |  |

**InTASC Standards (Model Core Teaching Standards and Learning Progressions for Teachers)**

#1 and #2: Learner Development and Learning Differences.

#3: Learning environments

#6: Assessment

#7: Planning for Instruction

#8: Instructional Strategies

**NOTEWORTHY**

**Food/Housing Insecurity:**Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

**Title IX Services:** Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

**University Mental Health Services:**I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

<https://deanofstudents.unt.edu/resources>. You can reach a respondent advisor or peer advocate through e-mail at <https://deanofstudents.unt.edu/conduct/respondent-advisors-and-peer-advocates> or by calling the Dean of Students’ office at 940-565-2648.  You are not alone.  We are here to help.

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