DEPARTMENT OF TEACHER EDUCATION & ADMINISTRATION
College of Education
UNT

EDRE 4840: Linguistically Diverse Learners- FALL 2020

COURSE NUMBER/SECTION:
EDRE 4840.001 Thursdays 12:30- 3:20pm, Remote Learning

INSTRUCTOR(S): Brittany L. Frieson, PhD (*she/her/hers*)
Elizabeth Moore (Graduate Teaching Assistant/Instructor)
Makenzi Scalise (Graduate Research Assistant)
Danelle Adeniji (Guest Instructor)

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VIRTUAL STUDENT HOURS: Tuesdays 3-5:00pm (or by appointment) via Zoom using this link: https://unt.zoom.us/j/5900387431

CLASS MEETINGS: Thursdays 12:30-3:20pm
Please note that this course is a hybrid model, meaning that there will be asynchronous and synchronous (LIVE) sessions with recorded lectures and interactive coursework. All coursework is due on the date noted by 11:59pm. The synchronous (LIVE) sessions are noted in our course calendar and will take place on Thursdays between 12:30-3:20pm.

AN IMPORTANT ACKOWLEDGEMENT
Our society is currently undergoing two pandemics: an unprecedented global pandemic with COVID-19 and a national reckoning with our country's long history with racism. As a faculty member, I recognize that during this time that our students (or someone you know) may be facing uncharted difficulties. Some of us may have increased familial responsibilities with caring for your children, siblings, and other family members. We also may be facing unpredictable schedules, as well as financial, physical, and mental health challenges. With that being said, I am here to support you in any way that I can. In this class, it is critical that we are sensitive to each other's needs during this time. If you find yourself in a difficult situation, please communicate with me so that we can brainstorm what works best.

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 the mainstream, English-as-a-Second-Language, and special education 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 diverse youth who have been historically marginalized.

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 racism, antiBlackness, white supremacy, oppression, privilege, 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 contact me immediately, so that we can collaboratively discuss ways 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, Teaching Tolerance, 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, discuss, compare and contrast the nature of language, language acquisition, and language learning.
4. describe the features of the Standardized American English (SAE) that may impact linguistically minoritized students.
5. describe the features of language varieties and how to incorporate those languages into instructional practice.
6. discuss affective implications and strategies for developing cross-cultural sensitivity in the classroom.
7. identify sources of culturally-responsive/sustaining materials and activities for the linguistically minoritized student in the bilingual, ESL classroom, and/or the content area.
8. establish anti-racist and inclusive learning environments that are supportive of culturally and linguistically diverse students.
9. provide instruction that honors historically marginalized students' language and literacy practices, reflects the interrelationships of reading, writing, listening, and speaking and facilitate students' abilities to construct and convey meaning.
10. explore ways to facilitate and accelerate the language and literacy progress of linguistically diverse students in mainstream classrooms.
11. practice and develop an awareness of multiple critical approaches to teaching culturally and linguistically diverse students.
12. analyze and evaluate instructional materials such as textbooks, websites, lesson plans, assessments, etc. using knowledge of language/cultural diversity and appropriate pedagogies.

COURSE EVALUATION

Participation	10%
Cultural & Linguistic Autoethnography	20%
Critical Reading Response Journal	30%
Diverse Children's Book Analysis & Group Presentation	15%
Diverse Children's Book Integrated Unit Plan	25%
Total Evaluation Points	**100%**

COURSE GRADING SCALE

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!

Critical Reading Response Journal (30%); Due on asynchronous weeks- see course calendar

Students will prepare <u>seven</u>, written responses to the assigned readings. In these responses, you will make connections between your academic and personal life experiences and the course readings. Responses should be between 250-350 words and must contain APA citations to readings.

Cultural & Linguistic Autoethnography (20%); Due Oct. 22nd

You will write a 3-5 page reflective paper about your cultural and linguistic heritage, identities, 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 identities
-reflections on how your cultural and linguistic heritage, identities, and schooling experiences will affect your future career as an educator

Diverse Children's Book Analysis & Presentation (15%); Due Nov. 19th

In groups, students will choose a diverse 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.

Diverse Children's Book Integrated Mini Unit Plan (25%); Due Dec. 3rd

After choosing a diverse children's book, students will create an integrated, modified mini unit plan using **at least** one of the pedagogical approaches covered in the course. You will design 2 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/CALENDAR

*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.

Week/Class Dates	Topics	Readings/Activities Due (before class)	Assignments Due
Introduction to Linguistically Diverse Learners & Theoretical Concepts			
Week 1 August 27 *LIVE	Course Introduction Linguistic Diversity in the U.S.	Takacs (2003) García & Kleifgen (2018):Preface & Introduction	**Introduction Discussion Post & Online Survey**
Week 2 September 3	Emergent Bilinguals	García & Kleifgen (2018) Ch. 2 Murillo & Smith (2008), "Cultural Diversity: Why it Matters in School and What Teachers Need to Know" (pp. 3-30)	**Critical Reading Response #1**
Week 3 September 10 *LIVE	Programs & Policies; Second Language Learning Theories	García & Kleifgen (2018) Ch. 3 Peregoy & Boyle, Ch. 2	
Week 4 September 17	Theoretical Concepts & Practice	García & Kleifgen Ch. 4 García & Kleifgen Ch. 5 (p. 76-88) García, Johnson, & Seltzer (2016) p. 1-16	**Critical Reading Response #2**
Week 5 September 24 *LIVE	Dis/ability & Bilingualism	Martínez-Álvarez (2019)	
Language, Identity & Culture			
Week 6 October 1	Language Varieties-Standardized English & Southern English	Hudley & Mallison (2009) Ch. 2 Lippi-Green - The Standard Language Myth (p. 55 – 64)	**Critical Reading Response #3**
Week 7 October 8 *LIVE	Language Varieties-African American Language	Baker-Bell Ch. 1 "Black Language is good on any MLK Blvd" Dyson & Smitherman (2009)	
Week 8 October 15	Language Varieties-Spanglish/Mexican American English	Martínez (2005) Ch. 5 España & Herrera (2020) Ch. 1	**Critical Reading Response #4**

Week 9 October 22 *LIVE	Intersectionality	Watch Teaching Tolerance "Intersectionality" webinar Read "Teaching at the Intersections"	**Cultural & Linguistic Autoethnography**
Critical Pedagogical Approaches & Curriculum Practices			
Week 10 October 29	Translanguaging & Historically Responsive Literacy	Garcia, Johnson & Seltzer Ch. 5 (pg. 76-88 only) Watch Ofelia Garcia's Lecture Muhammad (2020) Ch. 2	**Critical Reading Response #5**
Week 11 November 5 *LIVE	Anti-Racist Language & Literacy Approach; Culturally Sustaining Pedagogy	Watch April Baker-Bell's "We Been Knowin'" Lecture; Read Paris (2017) Ch. 1	
Week 12 November 12	Selecting Diverse Children's Literature	Celic & Seltzer (2010) p. 11-19 Sims-Bishop (1990) Tschida, Ryan, & Ticknor (2014) Read Jimenez "Trans People Aren't Mythical Creatures" Blog Post	**Critical Reading Response #6**
Week 13 November 19 *LIVE	Reading Instructional Practices- Reading Groups	Celic & Seltzer p. 68-71; 76-80 (Multilingual Reading Groups & Partners) Honingsfeld (2019) p. 35-70	**Children's Book Analysis**
Week 14 November 26 NO CLASS	Reading & Writing Instructional Practices	Celic & Seltzer p. 125-131; 132-141; Honingsfield (2019) p. 71-106	**Critical Reading Response #7**
Week 15 December 3 *LIVE	Family & Community Engagement, Final Reflections & Course Wrap-Up	**Last class day** García & Kleifgen Ch. 8 Gonzales (2017) p. 235-242	**Guest Speaker Multicultural Book Integrated Unit Plan**
Week 16		EXAM WEEK!	Enjoy the break! ☺

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* and *we are living in unprecedented times*. 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 contact 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 recordings, 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 engaging 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 or caregiver 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, family members, and pets 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.

Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission
> The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision
> We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

Teacher Education & Administration Departmental Policy 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.

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 course.

Foliotek ePortfolio. 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

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.

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.

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, the National Teachers of English for Speakers of Other Languages (TESOL) standards, and the Science of Teaching Reading 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

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

Science of Teaching Reading Standards

Domain I: Reading Pedagogy
- *Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading*
  - C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
    - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)

- o J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.
  - (Readings, Lecture/Discussion, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- o K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.
  - (Readings, Lecture/Discussion, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- o P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).
  - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- o Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.
  - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography)
- **Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.**
  - o G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).
    - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)

Domain II: Reading Devel Found

- **Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.**

- o H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).
    - ▪ (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)
- o I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).
    - ▪ (Readings, Lecture/Discussion, Critical Reading Response Journal)
- o J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.
    - ▪ (Readings, Lecture/Discussion, Critical Reading Response Journal, Diverse Children's Book Integrated Mini Unit Plan)
- o K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).
    - ▪ (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography, Critical Reading Response Journal, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- **Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.**
    - o I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit,

linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.
- ▪ (Readings, Lecture/Discussion, Critical Reading Response Journal)

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 contact me: https://deanofstudents.unt.edu/resources/food-pantry

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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