EDCI 4070.001: Teaching in a Multicultural Classroom

Instructor: Cornelius Q. Anderson	**Pronouns:** He/Him/His
Class Location: Matthews Hall 113	**Class Time:** Monday | 9:00 AM to 11:50 AM
Office Location: Matthews Hall 208-A	**Meeting Request:** My Calendly Link
Contact Information: (940) 891-6902 (office) cornelius.anderson@unt.edu (preferred)	**Office Hours:** 8:00 AM to 5:00 PM M/T/TH (on campus) & W/F (virtual)

COURSE DESCRIPTION

Provides knowledge and skills required for developing and implementing challenging instruction in the multicultural classroom.

COURSE OBJECTIVES

- Examine current research on best practices for teaching diverse learners in multicultural classrooms to develop effective, inclusive, and evidence-based instructional strategies.
- Gain exposure to the curriculum structures, policies, and programs of Texas public schools to better serve diverse learners in multicultural classrooms.
- Explore strategies to plan, deliver, and assess instruction that meets the needs of diverse learners, including emergent bilinguals, students with learning differences, and exceptional learners.
- Collaborate with peers and professionals in the field to gain insight into teaching practices that enhance learning for diverse learners.
- Reflect on personal experiences and how they may influence teaching practices and interactions with diverse learners.

COURSE TEXTBOOKS

There are no textbooks required for this course. Course readings will include open-source textbooks and research articles. Please refer to the Canvas course for the readings.

COURSE ATTENDANCE

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 benefit from discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one or two classes with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will

miss class. It is the student's responsibility to obtain all notes and handouts missed during their absence. All assignments are due on the dates indicated on the syllabus, regardless of student absences. A third absence will result in a loss of points from the total grade. If a student misses five or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in a lower 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. Total Class Sessions: 16 (2 hours and 50 minutes, once a week for 16 weeks).

# of Absences	% of Classes Missed	Total participation points for the class
0 –2	13%	20
3	19%	14
4	25%	6
5 or more	**31%**	**You will automatically receive a final grade of F.**

COURSE SCHEDULE

Dates	Topics	Assignments
Week 1 1/12	**Course Overview & Community Building**	
Week 2 1/19	**Martin Luther King Jr. Day**	
Week 3 1/26	**Educational Autobiography**	**Educational Autobiography** Sunday, 2/1 by 11:59 PM
Week 4 2/2	**Characteristics of an Effective Teacher** Teacher Education (TEd) Program, TExES Exams, and Clinical Practice Application Information	
Week 5 2/9	**History of U.S. Education**	**Digital Journal & Reflection** Sunday, 2/22 by 11:59 PM

Week 6 2/16		
Week 7 2/23	**Educational Philosophies**	
Week 8 3/2		
3/9 – 3/13	**Spring Break**	
Week 10 3/16	**Learning Theories & Development**	
Week 11 3/23		
Week 12 3/30	**Teaching Philosophy**	**Teaching Philosophy** Sunday, 4/5 by 11:59 PM
Week 13 4/6	**Curriculum, Instruction, & Assessment**	**Teacher Interview & Reflection** Sunday, 4/26 by 11:59 PM
Week 14 4/20	**Planning, Teaching, & Learning**	
Week 15 4/27		
Week 16 5/4	**Finals Week**	**Final Learning Assignment** Monday, 5/4 by 11:59 PM

Subject to Change: This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. The instructor reserves the right to make any changes deemed necessary and/or appropriate. Students will be notified of such applicable changes.

COURSE ASSIGNMENTS

Assignments	Points
Digital Journal & Reflection	10 pts.
Educational Autobiography	15 pts.
Teaching Philosophy	15 pts.
Teacher Interview & Reflection	20 pts.
Final Learning Assignment	20 pts.
Attendance & Participation	20 pts.
Total	**100 pts.**

🟢 **A** = 90-100% 🟢 **B** = 80-89% 🟠 **C** = 70-79% 🟡 **D** = 60-69% 🔴 **F** = 59% or Below

Late Work: Extensions may be granted with a valid reason AND at least 48 hours' (two days') notice before the deadline. Any work that is submitted late without an approved extension from the instructor will automatically receive a grade of zero (0).

Turnaround Time: I aim to return graded assignments to you within one to two weeks of the due date. If this is not possible, I will send an announcement to the class.

Grade Disputes: You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

APA Style & Format: Written assignments should adhere to APA-7 (American Psychological Association, 7th Edition) guidelines for style and format (1-inch margins, 12-point Times New Roman font, double-spaced, left-aligned text, page numbers, appropriate citations, and references). For assistance, use the APA (7th edition) publication manual or visit Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

UNT POLICIES AND PROCEDURES

Attendance: See the instructor's attendance policy.

Eagle Alert: Students will be notified by Eagle Alert if there is a campus closing that will impact a class. For additional information, refer to the Campus Closures Policy (https://policy.unt.edu/sites/default/files/15.006%20Campus%20Closures_0.pdf).

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity. 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. For more information, refer to the Academic Integrity Policy (https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity.pdf).

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: https://deanofstudents.unt.edu/conduct.

Student Support Services & Policies: You can access these policies on the Student Support Services & Policies page (https://clear.unt.edu/student-support-services-policies).

Gender Pronouns: All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Survivor Advocacy: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit 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. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at: SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at: oeo@unt.edu or at: (940) 565 2759.

ADA Accommodations: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and

must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

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.

Survivor Advocacy: UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: https://studentaffairs.unt.edu/dean-of-students. 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/how-get-help.

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 e-portfolio. 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.

Disabilities Accommodation: "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.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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.

Cell Phones and Laptops: 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.

SPOT: The Student Perceptions 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 a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist preservice and in-service 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.

Technology Integration Policy: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Generative AI Prohibited Use Policy: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools, such as ChatGPT, etc., is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy. Additionally,

tools such as Grammarly and similar programs are not allowed, as they blur authorship and misrepresent your independent work. All work must be your own.

TEA TEACHING STANDARDS

Educator Standards
The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards.

Texas Teaching Standards
Standards required for all Texas beginning teachers fall into the following 6 broad categories:
- **Standard 1** – Instructional Planning and Delivery.
- **Standard 2** – Knowledge of Students and Student Learning
- **Standard 3** – Content Knowledge and Expertise
- **Standard 4** – Learning Environment
- **Standard 5** – Data-Driven Practice
- **Standard 6** – Professional Practices and Responsibilities

Professional Pedagogy and Responsibilities (PPR) EC-12 Standards
The beginning EC-12 teacher knows and understands:
- **Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II:** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- **Standard III:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.
- **Standard IV:** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

EC-12 Tech Apps Standards
The beginning EC-12 teacher knows and understands how to:
- **Standard I:** Use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

- **Standard II:** Collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- **Standard III:** Make informed decisions by applying critical-thinking and problem-solving skills.

InTASC Model Core Teaching Standards
The beginning EC-12 teacher knows and understands how to:
Standard 1 – Learner Development
Standard 2 – Learning Differences
Standard 3 – Learning Environments
Standard 4 – Content Knowledge
Standard 5 – Application of Content
Standard 6 – Assessment
Standard 7 – Planning for Instruction
Standard 8 – Instructional Strategies
Standard 9 – Professional Learning and Ethical Practice
Standard 10 – Leadership and Collaboration

English Language Proficiency Standards (ELPS)
This course incorporates the ELPS in lesson planning and instructional delivery in order to improve language acquisition and content area knowledge of students who are English learners. The ELPs will be implemented by teacher candidates during instruction of the subject area for students who are English learners. The ELPs can be accessed via the Texas Education Agency using the following link: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.

Texas College and Career Readiness Standards
The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board Web site using the following link:
http://www.thecb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8

Technology Applications
Technology Applications (All Beginning Teachers, PDF) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers and are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.