

## EDBE 2050 | Spring 2026

# UNDERSTANDING AND TEACHING MULTILINGUAL STUDENTS

### COURSE INFORMATION

<p><b>Professor</b>          Maria Svensson, M.Ed., Doctoral Student (ABD),  <i>Curriculum &amp; Instruction with Language and Literacy Studies as concentration area.</i></p>	<p><b>Location</b>          Matthews Hall 112</p> <p><b>Time</b>          Monday, Wednesday, and Friday, 9:00-9:50 AM</p>
<p><b>Office Hours:</b>          Wednesdays 10:00 am-12:00 pm (after class) or virtual through appointment.  <i>Please, send me an email if you would like to meet during office hours. If you prefer meeting virtually, email me (or speak with me in class) with the proposed day and time for a meeting. I'm happy to adapt to the best of my ability to your schedule if my office hours do not work.</i></p>	
<p><b>Email:</b>  <a href="mailto:maria.svensson@unt.edu">maria.svensson@unt.edu</a></p>	<p><b>Office Location:</b>          Matt. 119</p>

#### Office Hours

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. *I encourage you to contact me for support.* For our course, I am available to meet in-person during office hours or virtually through appointment. Please email me the proposed day and time for a meeting. Always remember, I want you to succeed not only in my class, but in our program and your life. Please take advantage of my availability!

#### Accessibility

I believe that students in this class have many different physical, mental, sensorial, and emotional ways of being, learning, and engaging. My goal is that as a class, we will collectively attend to and respect all of these needs. I encourage you to bring your accessibility needs up with me to the extent you are comfortable in doing so. This allows us to begin a conversation about how we can collectively make the classroom and the course more accessible.

#### Course Goals

By the end of the semester, the successful student will be able to:

- 1) Discuss the complexities of the *English* and *Spanish* language.
- 2) Explain *English* and *Spanish* language structures and patterns.
- 3) Analyze the linguistic features of an emergent bi/multilingual student's oral language sample from a holistic, multilingual, multimodal perspective.
- 4) Understand language as a sociopolitical and historical construct.

- 5) Learn the varieties of the *English* and *Spanish* language and its ongoing transformation.
- 6) Identify the linguistic challenges facing emergent bi/multilingual students in the academic context.
- 7) Identify and reflect upon attitudes towards and modes of inquiry regarding language.
- 8) Articulate theories of language (e.g., variation, phonology, social conventions, use/usage).
- 9) Identify instructional strategies to address emergent bi/multilingual students' academic & linguistic development.

### Required Reading

- *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* by Wayne E. Wright, which is available as an [ebook](#).
- *Supplemental course readings will be available on Canvas and in the course schedule below.*

### Educator Standards This Course Addresses

[ISTE Standards](#)

[TEA Educator Standards](#)

[Bilingual Education Standards](#) (BE Standards)

[English as a Second Language \(ESL\) Standards](#)

[Pedagogy and Professional Responsibility Standards](#)

[Science of Teaching Reading Standards](#)

### ESL Standards

**Bold covered in the course.** Remaining ESL standards will be continued and built upon in EDBE 3050.

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

### Course Format

I will respond to guidance from the Department, College of Education, and University to determine any changes in the course format.

### Required Devices and Learning Platforms

Use of **e-mail** and **Canvas** are essential elements of this class. Projects and assignments must be submitted electronically and posted to the class Canvas website. E-mail through *Canvas* will be used to communicate with the instructor and other class members. A Canvas site has been established for this course; the site contains a copy of this syllabus, project guidelines, readings that are not in your textbook, and general course information. Announcements, updates, and new documents will be posted throughout the course. Students are expected to check *Canvas* regularly.

### Artificial Intelligence (AI) Tool Usage

A.I. tools (e.g., ChatGPT) can generate text, images, and other media very quickly. Since the central goal of this course is to help you become independent and critical thinkers, you are discouraged from using AI tools to create text, essays, video, audio, or images that end up in your work (e.g., assignments, activities, responses). *If there are occasions where A.I. could be used (e.g., generating outlines, practicing language, interactive simulations), let's talk about it together and make a collective decision on a case-to-case basis.*

### How to Succeed in This Course

Statement on Learning Success: Your success in this class is important to us. We all need accommodations because we all learn differently. If aspects of this course prevent you from learning or exclude you, *please let me know as soon as possible*. Together, we'll develop strategies to meet your needs and the course requirements. We also encourage you to contact the student resources available through UNT. Many are listed in this syllabus, but I am happy to connect you with a person or center if you would like. Do your best to

- Review the materials and resources for this course;
- Participate in the classroom discussion, activities, and projects designed to achieve a deeper understanding of the course content;
- Take advantage of my office hours. This allows for time outside our class hours for you to ask for clarification or find support with understanding class material. Please contact me for support. We may also schedule an individual or group Zoom meeting if you need online guidance. Please email me the proposed day and time for a meeting.

### NOTE:

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, participation, and collaboration are essential to achieve the objectives of this course.

### Attendance Policy

The attendance policy for this course will be guided by the [University policy 06.039](#), which will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grades.

- 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;

- Chronic tardiness or early departure (arriving more than 15 minutes late or leaving more than 15 minutes early) will result in the lowering of a final grade at the instructor's discretion; and
- You will automatically receive an F for your final grade if you have 11 or more absences.

Students are responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate the excused absence, and delivering the request personally to the faculty member assigned to the course for which the student will be absent. *Please note that it is the student's responsibility to drop this course if necessary.*

### Absences and Attendance Points

# of Absences	% of Classes Missed	Attendance Points Rewarded
0-3	~ 6%	100
4-5	10%	70
7	16%	30
11	25%	F

### Excused Absences

An absence **may be** excused for the following reasons:

- Religious holy day, including travel for that purpose;
- Active military service, including travel for that purpose;
- Participation in an official university function;
- Illness or other extenuating circumstances;
- Pregnancy and parenting under Title IX; and
- When the University is officially closed.

### Unexcused Absences

- Student organization/Sorority/Fraternity events/meetings;
- Car Trouble/Parking/Transportation issues;
- Vacations;
- Work/Job (other than active military service);
- Studying for Certification Exams/Completing work for other classes; and
- Other events that do not fall under UNT policy.

### Extra Credit

You may receive extra credit for attendance at conferences/symposiums related to ESL or bilingual education (e.g., [BEAM](#) as a volunteer or participant). A certificate will be required.

### Grading Policies

Flexibility is built into the assignments to support your success in this course. We intend to work with you with support if you miss an assignment, however, you need to communicate with the course instructor.

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

### Summary of Course Assignments

Students must submit all assignments and assessments through *Canvas* at or before the due date.

Assignments	Points	Due date
Participation Weekly Participation	320	20 points/week ( <i>Ongoing</i> )
Attendance	100	( <i>Ongoing</i> )
Assignment 1: Student Information Sheet and Digital Collage	10	Thursday, Jan. 15. <i>Canvas submission, @11:59 PM</i>
Assignment 2: Critical Commentaries	90	Ongoing (9 total, 10 points each) <i>Canvas submission, Sundays @11:59 PM</i>
Assignment 3: Critical Analysis of Children's Literature	100	Sunday, Feb. 22 <i>Canvas submission, @11:59 PM</i>
Midterm	100	Wednesday, March 4 (in class) <i>9:00-9:50 AM</i>
Assignment 4: Interview with a Bi-/Multilingual or ESL Teacher	100	Sunday, March 29 <i>Canvas submission, @11:59 PM</i>
Assignment 5: Tutoring with a Bi-/Multilingual Student	100	10 hours total between Feb. 2 – April 17
Assignment 5: - Presentation of Tutoring Reflection - Tutoring Log	100	- Wednesday 22 and Friday 24 (in class) - Wednesday, April 22 (Submit on Canvas)
Final Exam: Students' Questions Creation	125	Wednesday, May 6th, <i>Canvas submission, @11:59 PM</i>
<b>Total</b>	<b>1,145</b>	

## Assignment Description

Organization and planning are essential characteristics of professionalism that will help you meet the assignment due dates and will influence the quality of your work. *Without approval, late submissions will receive partial credit.* A student with an emergency situation preventing a timely submission should contact the course instructors immediately. The following assignments will be completed over the course of the semester:

### 1. Student Information Sheet & Digital Collage (10 pts.)

Purpose and Goal: [ISTE Standards](#): 2.1 Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to boost student learning.

This assignment is a creative way to gather essential details about yourself by incorporating a visually appealing digital collage where you can include images that represent your interests, hobbies, potential career goals, family, or personal background alongside traditional information fields such as name, email, and academic information (e.g., current classes, learning style preferences, academic strengths and areas where you feel you want to improve) on a single document.

- 1) Gather information necessary for your information sheet and digital collage;
- 2) Design the collage
  - a) Choose digital design platform (e.g., Canva, Adobe Photoshop);
  - b) Select visual representations (images of sport icons, musical instruments, art supplies for artists, etc.) that align with your interests, hobbies, career goals, family and so forth;
  - c) Arrange the elements creatively, considering layout and colors.
- 3) Integrate the traditional information fields.

*See Canvas → Modules → Assignment Rubrics and Information for examples and assignment rubric.*

### 2. Critical Commentaries (more information to come)

Purpose: Reinforce & learn materials aligned with ESL Supplemental Standards I, II, III, and VII.

*Approximately 1 paragraph per article and 1-2 pages per Wright (2019) chapter*

Weekly CCs are designed to help you organize, synthesize, and connect course readings—to easily locate and identify reference materials for exams, writing assignments, and the final project- as well as for reference in future coursework. Critical commentaries (due on Thursday evenings at midnight) should be written in paragraph form and include the following information:

1. *Title* – Full citation of the reading (in APA format)
2. *Brief Summary* – 2-3 sentence summary of key points and note any details, key concepts, etc., which particularly struck you.
3. *Response* – Your *opinion of* and *reaction to* the reading and course material. Did the text trigger a connection or reaction upon reading? Comment on, dialogue, and interact with the text. Did you agree / disagree? Why? Did you gain any new insights from the

reading? Was it helpful? Why / why not? How does it relate to other readings for this class or others? Does it relate to your work tutoring your bi/multilingual student?

4. *Key Question/Critical Concept*—At least one idea per week that either (a) requires further clarification or (b) you synthesized in a novel way and will share with your colleagues.
5. CCs must be posted to *Canvas* by 11:59 PM on Thursdays. For every 24 hours that pass beyond the time they are due, 5 points will be deducted.
6. Reading responses will be read and responded to every other week by a professor or classmate

*\*\*While informal, please carefully edit for spelling, grammar, syntax, and clarity.\*\**

### 3. Critical Analysis of Children's Literature

A key component of effective lesson planning for literacy involves selecting texts that are not only age-appropriate but also resonate with students' experiences and interests. For this assignment, you will focus on choosing texts suitable for emergent bilingual students.

Select five books. Choose five books that you envision using in your future role as a teacher of emergent bilingual students. These can include picture books, chapter books, or any other relevant texts. Then, conduct a critical book analysis of each of the five books. The analysis of each book is required to include the following elements:

- Title of the book, author, and picture of the book
- Summary of the book
- The critical analysis includes at least three of the following elements:
  - Age Appropriateness: Explain why the book is suitable for the age group you plan to teach.
  - Connections with students' backgrounds and experiences: Discuss how the book connects to the students' backgrounds and experiences. Please use class readings to cite your knowledge.
  - Research: Does the community this book represents endorse this book? Please use class readings to cite your knowledge.
  - Language and Literacy Development: Analyze how the text supports language acquisition and literacy skills for emergent bilingual students. Please use class readings to cite your knowledge.
  - Engagement and Interest: Evaluate how the book engages emergent bilingual learners and maintains their interest. Please use class readings to cite your knowledge.
  - Educational Value: Assess the book's educational benefits and how it contributes to a well-rounded literacy curriculum. Please use class readings to cite your knowledge.
- Lastly, explain how you could use this book for an activity or project in your classroom. Please use class readings to cite your knowledge.
- The analysis of each book contains a minimum of 300 words.

Upload your book report in the Assignments section on Canvas.

#### 4. Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher (*Inspired by Wright, 2019*)

**Purpose:** ESL Standard 2.3k: Research findings related to ESL education, including effective instructional and management practices in ESL programs. Interview a current teacher working in a bilingual or ESL classroom. The interview can be done in person or virtually. Examples of questions to ask (additional examples will be posted on *Canvas*)

#### 5. Tutoring with a Bilingual/Multilingual Student

**Purpose:** ESL Standard 7.3K: Ways in which community members and resources can positively affect student learning in the ESL program; 7.2s: Use effective strategies to bridge gaps that may exist between the home and school environment; and 7.5s: Access community resources to enhance the education of ESL students.

##### Option 1: Bilingual Homework Hotline

In September 2020, UNT, TWU, and Denton ISD's Dual Language/ESL department began a virtual collaboration called the Homework Hotline that brought together pre-service teachers (like you all) and emergent bilingual students in the district, which has provided opportunities for UNT/TWU students to help these students with homework and gain valuable experience in the (virtual) field. We have continued the collaboration because we have received great feedback from families, teachers, and the community. This experience will allow you to make sense of concepts from the course while also becoming more adept at working in virtual educational spaces.

- Students are required to dedicate **2 hours per week for a total of 10 hours** to the Homework Hotline Virtual Field Experience, which will begin on **February 3rd**.
- **Virtual orientations** are taking place on **January 27** and **January 28**. You only have to attend **one**. The orientation provides specific details about logistics, documentation of experiences working with students/families, and testimonials of students who have participated in the Homework Hotline.

Students will engage in reflective activities based on their own and their classmates' experiences with the Hotline and make connections to theoretical and practical perspectives in the course. More details will be shared in class and on *Canvas*.

*You will need to be cleared by Denton ISD in order to participate as a volunteer (tutor), so please start this process ASAP [Volunteer in DISD](#).*

You will also complete a Tutoring Log/Reflection Journal for each tutoring session in order to reflect upon the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. Examples will be uploaded on *Canvas*. At the end of the semester, you will submit your Tutoring Log/Reflection Journal under the tutoring assignment on *Canvas*.

### Option 2: Tutoring with a Bi- or Multilingual Student

All students are required to complete 10 hours of tutoring with a bilingual or multilingual student.

Please register with the tutoring organization of your choice and inform the professor where you will be volunteering no later than Thursday, week 2 (submission of Assignment 4A).

You should aim to begin tutoring by Week 3 and complete all required hours by Week 12.

*All 10 hours are required to receive credit.*

- a) A screenshot of an email from your tutoring coordinator will be required (sent to you) stating that you completed all ten hours.
- b) You will also complete a Tutoring Log/Reflection Journal for each tutoring session in order to reflect upon the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. You will also submit your Tutoring Log/Reflection Journal at the end of the semester under the tutoring assignment on Canvas

### **6. Presentation of Tutoring Reflection with a Bilingual/Multilingual Student**

All students will conduct a 10-minute presentation that will:

- 1) Serve as a reflection of the tutoring experience; and
- 2) Highlight the innovative linguistic practices of the emergent bi/multilingual student(s). Students should use this space to critically reflect on their perspective as a future educator and community member in relation to bi/multilingual learners.

### **7. Final Exam: Student creation of questions that reflect learning from the semester**

All students will review the English as a Second Language Standards to create 4 questions, 1 per standard, and eight reflections of given question models that showcase their learning on Standards I, II, III, and IV. Students will use the table on Google Docs to

- 1) Create questions;
- 2) Connect questions with the ESL Standard;
- 3) Share the specific class reading and page number that supported the student in writing the question and gaining answer; and
- 4) Share a critical reflection of why they wrote the question and/or learned from writing the question

### **Late Work**

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

### Detailed Daily Schedule

All instructions, assignments, readings, rubrics, and essential information will be on the *Canvas* website. Check this site regularly and use it to ask questions about the course schedule.

**NOTE:** Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible)

Week	TOPIC	Assignments Due	Standards
1	Course Introduction and Overview		
Mon. 1/12	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Syllabus overview</li> <li>- Q &amp; A</li> </ul>		
	<p><b>TO-DO:</b></p> <ol style="list-style-type: none"> <li>1. Contact Bilingual Homework Hotline or start looking into and contacting a potential student to tutor.</li> </ol>		
Wed. 1/14	<p><u>Reading prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Liao, J. (2021, September 3). <u>Forgetting my first language: When I speak Cantonese with my parents now, I rely on translation apps.</u> <i>The New Yorker</i>.</li> </ol> <p>(In case the link to the New Yorker's website does not work, try this link <a href="#">Google doc</a>)</p>		<p><b>BE 2.5k</b> How to create an effective bilingual and multicultural learning environment, incl. knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards 1.1s</b> Use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom; <b>2.5s</b> Demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p>
Thu. 1/15	<p><b>Assignment Due:</b> Student Information Sheet and Digital Collage.. Canvas submission, @11:59 PM.</p>		
Fri. 1/16			<p><b>BE 2.5k</b> How to create an effective bi- and multicultural learning environment, incl. knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, cognitive needs of bilingual</p>

Week	TOPIC	Assignments Due	Standards
			<p>learners; awareness of regional differences in languages; ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards 2.1k</b> The historical, theoretical, and policy foundations of ESL ed.; <b>2.3k</b> Research findings related to ESL ed., incl. effective instructional and management practices in ESL programs; <b>2.4k</b> How to create an effective multicultural and multilingual learning env., incl. knowledge of diversity, characteristics of effective learning environments for ESL students; ways to address the affective, linguistic, cognitive needs of ESL students; <b>2.5s</b> Demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds, show respect for ling. differences.</p>

Week	TOPIC	Assignments Due	Standards
2	Who are Emergent Bilinguals?		
Mon. 1/19	MARTIN LUTHER KING DAY – NO CLASS		
	<p><b>TO-DO:</b></p> <ol style="list-style-type: none"> <li>1. Start contacting a potential interview participant for the interview assignment.</li> <li>2. Contact potential student to tutor/Bilingual Homework Hotline.</li> </ol>		
Wed. 1/21	WORKDAY – NO CLASS		
Fri. 1/23	<p><u>Reading prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Wright (2019), Ch. 1</li> <li>2. <u>Extended Profiles</u> (Wright, 2019, p. 1-2)</li> </ol>		(Same as Monday)

Week	TOPIC	Assignments Due	Standards
3	How Linguists Study Language		
Mon. 1/26	<u>Reading prior to class:</u> <ol style="list-style-type: none"> <li>1. Wright (2019), Ch. 2</li> <li>2. <u>ESL 154 Test Preparation Manual p. 66</u></li> </ol>		<b>BE Standards</b> 3.2k; 3.4k; 3.6k; 3.7k; 3.1s; 2.3s <b>ESL Standards</b> <b>1.1k</b> the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon); <b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English; <b>1.3k</b> the relationships among listening, speaking, reading, and writing; <b>1.4k</b> the structure of the English language and conventions of written and spoken English; and <b>1.5k</b> patterns of written & oral discourse; <b>1.1s</b> use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom; <b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.
Wed. 1/28	<u>Reading prior to class:</u> <ol style="list-style-type: none"> <li>1. García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name? <i>TESOL Quarterly</i>, 43(2), 322–326. DOI: <a href="https://doi.org/10.2307/27785009">27785009</a></li> </ol>		<i>(Same as Monday)</i>
Thu. 1/29	<b>Assignment Due:</b> <ol style="list-style-type: none"> <li>1. Submit Assignment 4A - Complete Restrictive Background Check and the required information.</li> </ol>		
Fri. 1/30	Review the readings from Monday and Wednesday prior to class. Activity.		<i>(Same as Monday)</i>

Week	TOPIC	Assignments Due	Standards
4	Language Learning and Teaching		
Mon. 2/2	<p><u>Reading prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Wright (2019), Ch. 3</li> <li>2. <u>ESL 154 Test preparation manual, p. 79-82 and 85-87</u></li> </ol>		<p><b>ESL Standards 3.1k</b> theories, concepts, and research related to first-language (L1) development; <b>3.2k</b> theories, concepts, and research related to second language (L2) development; <b>3.3k</b> the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2; <b>3.4k</b> the role of the linguistic environment and conversational support in second-language acquisition; <b>3.5k</b> common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties; <b>3.1s</b> apply knowledge of theories, concepts, and research related to language learning to support students' language development in English; <b>3.2s</b> help students transfer language skills from L1 to L2; <b>3.3s</b> use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development; <b>3.6s</b> apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>
	<p><b>TO-DO:</b></p> <ol style="list-style-type: none"> <li>1. Aim to begin tutoring assignment this week.</li> </ol>		
Wed. 2/4	<p><u>Reading prior to class:</u></p> <p><u>Latham Sikes, C., &amp; Kring Villanueva, C.</u> (2021). <i>Creating a more bilingual Texas: A closer look at bilingual education in the Lone Star State</i>. p. 11-15</p>		(Same as Monday)
Fri. 2/6	Activity		(Same as Monday)

Week	TOPIC	Assignments Due	Standards
5	Language Policy; In-Class Film		

	Session		
Mon. 2/9	<p><u>Reading prior to class:</u></p> <ol style="list-style-type: none"> <li><u>ESL 154 Test preparation manual: Historical Context... p. 1-9</u></li> <li><u>California banned bilingual education for almost 20 years. It still hasn't recovered.</u></li> <li><u>Bilingualism is a strength Texas is failing to nurture for hundreds of thousands of students</u></li> </ol> <p>Not required, but an interesting reading: <u>Landing on the Wrong Note: The Price We Paid for Brown (Ladson-Billings, 2004)</u></p>		<p><b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment; <b>ESL Standards</b> <b>2.1k</b> the historical, theoretical, and policy foundations of ESL education; <b>2.2k</b> types of ESL programs <b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs <b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; <b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences.</p>
Wed. 2/11	Film Session (In class, Part 1, 50 mins.)		<i>(Same as Monday)</i>
Fri. 2/13	Film Session (In class, Part 2, 10 mins.)		<i>(Same as Monday)</i>

Week	TOPIC	Assignments Due	Standards
6	Affirming the Equal Rights of Multilingual Students and Programs		

Mon. 2/16	<u>Reading prior to class:</u> Wright (2019). Ch. 4		<b>ESL Standards 1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English; <b>2.1k</b> the historical, theoretical, and policy foundations of ESL education; <b>2.2k</b> types of ESL programs; <b>2.3k</b> research findings related to ESL education, including effective instructional and management practices in ESL programs; <b>2.4k</b> how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students; <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; <b>2.5s</b> demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences
Wed. 2/18	<u>Reading prior to class:</u> 1. Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical perspectives. <i>Educational Researcher</i> , 40(4), 163-174. DOI: <a href="https://doi.org/10.3102/0013189X11404943">10.3102/0013189X11404943</a>		<i>(Same as Monday)</i>
Fri. 2/20	Review the readings. Activity.		<i>(Same as Monday)</i>
Sun. 2/22	<b>Assignment Due:</b> Critical Analysis of Children's Literature		

Week	TOPIC	Assignments Due	Standards
7	Loss of Family Languages		
Mon. 2/23	<u>Reading prior to class:</u>		<b>Standards: BE 2.5k</b> how to create an effective bilingual and multicultural

	<p>1. Fillmore, L. W. (2000). Loss of Family Languages: Should Educators Be Concerned? <i>Theory Into Practice</i>, 39(4), 203–210. <a href="http://www.jstor.org/stable/1477339">http://www.jstor.org/stable/1477339</a></p> <p>Activity</p>		<p>learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards 2.1k</b> the historical, theoretical, and policy foundations of ESL education; <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p>
Wed. 2/25	<p><u>Reading prior to class:</u></p> <p>1. SuÁrez-Orozco, C., Pimentel, A., &amp; Martin, M. (2009). The significance of relationships: Academic engagement and achievement among newcomer immigrant youth. <i>Teachers College Record</i>, 111(3), 712-749. DOI: <a href="https://doi.org/10.1177/0161468109111100308">10.1177/0161468109111100308</a></p> <p>Activity</p>		(Same as Monday)
Fri. 2/27	<p><u>Reading prior to class:</u></p> <p>Excerpt from <i>Tongue Tied: Indian Boy Love Song</i> (p. 55) Sherman Alexie;</p> <p><i>Desmet Idabo</i>, March 1969 Janet Campbell Hale; and</p> <p><i>Masks and Acculturation</i> (p. 32-33) Margaret Montoya</p> <p>Activity.</p>		(Same as Monday)

Week	TOPIC	Assignments Due	Standards
8	Listening and Speaking		
Mon. 3/2	<p><u>Reading prior to class:</u></p> <p>1. Wright (2019). Ch. 7</p>		<p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems</p>

			<p><b>1.2k</b> functions of language and registers of language; <b>1.3k</b> the relationships among listening, speaking, reading, and writing; <b>1.4 k</b> the structure of the English language and conventions of written and spoken English; <b>1.5k</b> patterns of written &amp; oral discourse <b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p>
Wed. 3/4	<b>Assignment Due:</b> 1. Midterm (in class)		
Fri. 3/6	Activity.		

Week	TOPIC	Assignments Due	Standards
9	SPRING BREAK – NO CLASSES		
Mon. 3/9 – Fri. 3/13			

Week	TOPIC	Assignments Due	Standards
10	Bilingual Program Models		
Mon. 3/16	<p><u>Reading prior to class:</u> 1. Wright (2019). Ch. 5</p> <p>Group Work (in class)</p>		<p><b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments.</p> <p><b>ESL Standards 1.1k</b> the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon); <b>1.2k</b> functions of language and registers of language (e.g., social versus academic language) in English;</p>

			<p><b>1.3k</b> the relationships among listening, speaking, reading, and writing; <b>1.4 k</b> the structure of the English language and conventions of written and spoken English; and <b>1.1s</b> use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom; <b>2.1k</b> the historical, theoretical, and policy foundations of ESL education; <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; <b>2.2s</b> apply research findings to assist in planning and implementing effective ESL programs.</p>
Wed. 3/18	Group Work (in class)		(Same as Monday)
Fri. 3/20	Group Work (presentations)		(Same as Monday)

Week	TOPIC	Assignments Due	Standards
11	Semantics, Phonology, Morphology, and Syntax		
Mon. 3/23	<p><u>Reading prior to class:</u></p> <ol style="list-style-type: none"> <li><u>Lippi-Green, R. (2012). The standard language myth. In <i>English with an accent: Language, ideology and discrimination in the United States</i> (2nd ed.). Routledge.</u></li> <li><u>ESL 154 Test preparation manual pg. 52-56</u></li> </ol>		<p><b>ESL Standards</b></p> <p><b>1.1k</b> the nature of language and basic concepts of language systems  <b>1.2k</b> functions of language and registers of language; <b>1.3k</b> the relationships among listening, speaking, reading, and writing; <b>1.4 k</b> the structure of the English language and conventions of written and spoken English; <b>1.5k</b> patterns of written &amp; oral discourse  <b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; <b>3.5k</b> common difficulties (e.g., syntax,</p>

			phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties; <b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; <b>7.1s</b> advocate for educational and social equity for ESL students; <b>7.3s</b> communicate and collaborate effectively with students' parents/guardians.
Wed. 3/25	Activity.		<b>ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4 k; 1.5k; 1.3s; 3.5k; 7.2k; 7.1s; 7.3s ( <i>same as Monday</i> ).
Fri. 3/27	Review the readings.		<b>ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4 k; 1.5k; 1.3s; 3.5k; 7.2k; 7.1s; 7.3s ( <i>same as Monday and Wednesday</i> ).

Week	TOPIC	Assignments Due	Standards
12	Translanguaging, Effective Instruction, and Advocacy for Emergent Bilinguals		
Mon. 3/30	<u>Reading prior to class:</u> <ol style="list-style-type: none"> <li>1. Wright (2019). Chapter 11</li> <li>2. Explore the <u>Translanguaging Resources</u> on the CUNY-NYS Initiative on Emergent Bilinguals</li> </ol>		<b>BE 2.5k</b> how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments. <b>ESL Standards</b> <b>7.1k</b> strategies for effective advocacy for ESL students; <b>7.2k</b> the importance of family involvement in the education of ESL students and ways to bridge differences

			between the home and school environments; <b>7.3k</b> ways in which community members and resources can positively affect student learning in the ESL program; <b>7.1s</b> advocate for educational and social equity for ESL students; <b>7.2s</b> the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; <b>7.3s</b> communicate and collaborate effectively with students' parents/guardians.
Wed. 4/1	<u>Reading prior to class:</u> 1. <u>Seltzer, K., &amp; de los Ríos, C. (2021).</u> Policy brief: Understanding translanguaging in U.S. literacy classrooms: Reframing bi/multilingualism as the norm. NCTE.		( <i>same as Monday</i> ).
Fri. 4/3	Review the readings.		( <i>same as Monday</i> ).

Week	TOPIC	Assignments Due	Standards
13	Assessment of Language: Implications and Contradictions		
Mon. 4/6	<u>Reading prior to class:</u> 1. Escamilla, K., Butvilofsky, S., & Hopewell, S. (2017). What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners? <i>International Multilingual Research Journal</i> , 12(4), 221–236. DOI: <a href="https://doi.org/10.1080/19313152.2016.1273740">10.1080/19313152.2016.1273740</a>		<b>ESL Standards 1.2s</b> apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency; <b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; <b>2.4s</b> create an effective multicultural learning environment

			that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; <b>3.3s</b> use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development.
Wed. 4/8	<u>Reading prior to class:</u> 1. <u>Latham Sikes, C., &amp; Kring Villanueva, C.</u> (2021). <i>Creating a more bilingual Texas: A closer look at bilingual education in the Lone Star State.</i> p. 16-22		( <i>same as Monday</i> ).
Fri. 4/10	Activity		( <i>same as Monday</i> ).

Week	TOPIC	Assignments Due	Standards
14	Texas ESL and Bilingual Program Models		
Mon. 4/13	<u>Reading prior to class:</u> 1. <u>Delpit, L. &amp; Dowdy, J.K.</u> (2002). No kinda sense. In <i>The Skin That We Speak: Thoughts on Language and Culture in the Classroom.</i> New Press. 2. <u>ESL 154 Test preparation manual p. 1-18 (read to "8.C: The ESL teacher applies...")</u> , and p. 21-42.		<b>ESL Standards 1.2s</b> apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency; <b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; <b>2.1s</b> apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; <b>2.4s</b> create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; <b>3.3s</b> use knowledge

			of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development.
Wed. 4/15	<u>Reading in class:</u> 1. <i>Texas Administrative Code (TAC) Chapter 89; §89.1205.</i> a. Section: <i>Required bilingual education and English as a second language programs</i> , p. 1-4		
Fri. 4/17	Activity		

Week	TOPIC	Assignments Due	Standards
16			
Mon. 4/20		<b>Assignment Due:</b> Presentation of Tutoring Reflection (in class).	<b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s. <b>ESL Standards</b> I, II, III, VII
Wed. 4/22		<b>Assignment Due:</b> Presentation of Tutoring Reflection  Submit the Tutoring Log (Canvas submission @11:59PM)	<b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s. <b>ESL Standards</b> I, II, III, VII
Fri. 4/24		<b>Assignment Due:</b> Presentation of Tutoring Reflection (in class).	<b>BE Standards</b> 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s. <b>ESL Standards</b> I, II, III, VII

Week	TOPIC	Assignments Due	Standards
17			
Mon. 4/27	Students' Questions Creation Workshop		
Wed.	Students' Questions Creation Workshop		

4/29			
Fri. 5/1	UNT READING DAY – NO CLASS		

Week	TOPIC	Assignments Due	Standards
18	FINAL EXAMS WEEK		
Mon. 5/4	Students' Questions Creation Workshop		
Wed. 5/6	<b>Final Exam:</b> Students' Questions Creation (Canvas submission, in-class)		
Fri. 5/8			

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### UNT'S STANDARD SYLLABUS STATEMENTS

**Supporting Your Success and Creating an Inclusive Learning Environment** I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are *unacceptable*. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding [Code of Student Conduct](https://policy.unt.edu/policy/07-012)  
<https://policy.unt.edu/policy/07-012>

**Student Academic Integrity** Academic integrity is essential to this course, as in other work that you do in your program. In **Policy 06.003**, UNT has described academic integrity as follows:

*The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions*

*are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.*

“Academic Misconduct”, in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage. See full academic integrity policy: [06.003 Student Academic Integrity.pdf](#)

**ADA Accommodation Statement** 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 accommodations 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](#) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at **(940) 565-4323**.

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

**Student Evaluation Administration Dates** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from **UNT SPOT Course Evaluations via IASystem Notification** ([no-reply@iasystem.org](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu)

**Sexual Assault Prevention** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor

Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the **Dean of Students Office** at **940-565- 2648**.

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

**Visitors in the Classroom** University policies on participating and/or attending courses, all persons must be officially registered for the course or have received permission to attend as an auditor as stated in the University catalog: *"Individuals fully eligible to enroll in the university may attend a class as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught."*

**Academic Freedom & Academic Responsibility** According to UNT Policy number 06.035, The University of North Texas (UNT) exists for the common good. The common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Academic freedom carries with it special responsibilities correlative with rights. Faculty have the academic responsibility to subject their knowledge and postulates to rigorous review by peers who are experts in the relevant subject material, to have a firm foundation of their postulates in the most relevant and suitable available evidence, and to work with one another to provide the best education possible for our students.

**FERPA and Class Recordings** Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Guidance on public access to class recordings can be found as [UNT Policy 07.018](#)

**UNT COVID 19 Information States:** Although infection rates have lessened on campus and locally, individuals should remain vigilant in protecting their health. This includes self-monitoring for symptoms, making informed decisions about high-risk situations, and self-isolating after a positive test. Students who need COVID testing should make an appointment to see an SHWC medical provider. If the medical provider feels COVID testing is appropriate, they will order testing through the in-house laboratory.

**Key Services at UNT**

- EDBE 2050 Courses' Lead Dr. Rojas Williams [melissa.williams@unt.edu](mailto:melissa.williams@unt.edu)
- UNT Dean of Students
- [Division of Student Affairs](#)
- Scholarships in COE
- COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>
- Office of the Registrar: <http://registrar.unt.edu/registration>
- Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

**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>

**University Mental Health Services.** 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 call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>.

*This syllabus may be modified by the instructor as needed.*