

| EDBE 2050 (005)  |   |
|--|---|
| Understanding and Teaching Multilingual Students   |   |
| <b>Instructor:</b> Maria Svensson  | <b>Pronouns:</b> she/her/hers   |
| <b>Meeting place/time:</b><br>LANG 310 (Denton)<br>Mon. 12:30-1:50PM<br>Weds. 12:30-1:50PM | <b>Student hours:</b><br>Reach out to me after class/email me and we will set up a time together. |
| <b>Contact info:</b><br>maria.svensson@unt.edu   |   |

### Office Hours

For our course, I am available to talk by phone or videoconference.

**Please communicate any impediments to your learning as early as possible** so we can find appropriate solutions. 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 expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging. I also expect 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 and/or with the class in order to begin a conversation about how we can collectively make the classroom and the course more accessible.

### Preferred Name

As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your preferred name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the following guidelines:

<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

### 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>

### Social Media and Online Sharing

Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with a broader audience via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. You should not capture images or record video from online meetings and share those outside our class community with consent. Similarly, you should not post images of PK-12 students even if econsent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

### Observation of Religious Holidays

I support your observance and practice of sacred religious traditions. Like with any other absence, please notify your instructor as soon as possible if you plan to observe a religious holy day that coincides with a synchronous class session.

### 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>.

## UNT's COURSE POLICIES

### Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor

prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals.

Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

For the class to be most effective, we need to have everyone present, and **everyone must come prepared to contribute by carefully exploring the assignments and presenting any insightful comments during class.** In order to participate, you must be present. 3 and more absences will impact your grade; however, situations occur that sometimes prohibit physical or mental attendance. If such situations or emergencies occur, please contact the instructor so that we can collaboratively brainstorm a solution that supports your academic progress.

| # of Absences | Total participation points for the class<br>(out of 10 points) |
|---------------|--|
| 0 –2          | 10   |
| 3             | 7  |
| 4             | 3  |
| 5 or more     | You will automatically receive an F for your final grade       |

## KEY SERVICES AT UNT

Click the links for more information

- [Health Alerts](#)
- [Student Health and Wellness Center](#)
- [COVID-19 Student success award](#)
- [UNT Dean of Students](#)
- [Return to Learn](#)
- [Division of Inclusion, Diversity, Equity and Access](#)
- [Resources for DACA students: https://www.unt.edu/daca](https://www.unt.edu/daca)
- [Scholarships in COE](#)

**Additionally, UNT Offers Other Support Services Such As:**

- 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/>

## LAND ACKNOWLEDGEMENT

To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land over time. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. Hence, it is essential to acknowledge that the land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present. (Adapted from UNT's Division of Inclusion, Diversity, Equity and Access)

## 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.

## COURSE PREREQUISITES

Admission to the Teacher Education Program

## CATALOG DESCRIPTION

This course uses an intersectional approach to understand and conceptualize the histories, backgrounds, identities, and current realities of multilingual students in US educational contexts. Critical theoretical, conceptual, and historical perspectives around multilingualism and multilingual learners will provide a foundation for engaging these same learners through empowering, humanizing, and research-based pedagogies, which will be discussed in the course.

## COURSE GOALS

- Historical perspectives and demographic trends of multilingualism and multilingual learners in Texas and the US, and how racialization and deficit perspectives have contributed to harmful language ideologies at the levels of policy and practice for Indigenous groups, Black, Latinx, and other historically marginalized populations.

- Understand and problematize how multilingual learners have been labeled, tracked, and talked about historically in society and schools through deficit discourses anti-Blackness, and subtractive pedagogies.
- Examine key legislation that has impacted the trajectories of multilingual students at the state and national levels, along with initiatives and activism that have advocated for these same students.
- Provide an overview of the different types of programs that traditionally serve multilingual students in Texas and the US: ESL, Bilingual Education, Dual language, Newcomer; along with snapshots/ethnographic examples of multilingual students in these contexts and the importance of collaboration between educators in these different programs.
- Examine pedagogical approaches to teaching multilingual students that leverage students' linguistic, cultural, and academic realities and identities, while also positioning the community as a valuable resource.

## REQUIRED TEXTBOOKS AND/OR MATERIALS

Espinoza, C. M., & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers*. Scholastic.

\*\*\*Not found in UNT Bookstore (orderly directly from Scholastic or Amazon)

All materials can be found here:  
[Course Guide: EDBE 2050](#)

Materials not found on Course Guide can be found on Canvas

## CENTERING PRACTICES FOR THE COURSE

- Historicizing
  - We will historicize the experiences of multilingual students by critically examining historical processes that have marginalized particular communities (and move this into praxis work)
- Interrogate power
  - We will interrogate dominative ways of being and knowing in the understanding and teaching of multilingual students.
- Radical imagination
  - We will radically imagine transformative processes and practices in our understanding and teaching of multilingual students for our future classrooms.

ALSO SEE [UNT teacher education Program commitments](#)

## STUDENT EVALUATION (see descriptions below)

| ASSIGNMENT  | Points |
|---|--------|
| Autobiography of Language and Literacy Experiences (due February 6th)   | 20     |
| Community Interaction with weekly materials (Weeks 3, 5, 7, 9, 11, 13)  | 30     |
| We'll Take the Lead   | 10     |
| Understanding and Teaching Multilingual Students: <i>Radically Imagining My Future Classroom</i> (due April 26th) | 20     |
| Active Participation In Class Points  | 10     |
| Attendance Points   | 10     |

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

## LATE WORK POLICY

Students are expected to turn in assignments at the designated time, but I understand that situations may arise where this may not be possible. **It is your responsibility to communicate with me when such a situation occurs so that I am aware of this, along with a specific/hard date when you will turn in the assignment (within 1 week of the due date).** In your communication with me about this late assignment you should also let me know where you are at in the process of completing it. If you do not turn in the assignment within the 1 week grace period you will not be able to get full credit. The key here is to do your best to keep with the material and if you do by chance get behind please **COMMUNICATE!** I take this content and our community seriously and hope you will do the same!

## ATTENDANCE EXPECTATIONS

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor prior to being absent, so you and the professor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. For the class to be most effective, we need to have everyone present, and everyone must come prepared to contribute by carefully exploring the assignments and presenting any insightful comments during class. In order to participate, you must be present. 3 and more absences will impact your grade; however, situations occur that sometimes prohibit physical or mental attendance. If such situations or emergencies occur, please contact the instructor so that we can collaboratively brainstorm a solution that supports your academic progress.

## COURSE ASSIGNMENTS

### 1. Autobiography of language and literacy practices (20 points)

Due: February 6<sup>th</sup>

Describe your experiences as a language learner, taking into consideration the following questions and statements:

- What language(s) do you speak?
- What languages were part of your K-12 education (for academics and in social spaces)?
- Which language(s) were prioritized by teachers, staff, and other school personnel in your schools?
- What language(s) were prioritized by your families and communities?
- How did those practices align or contrast with language(s) prioritized in schools or academic spaces?
- How did you (and everyone else) know?
- What role did White Mainstream English (click on the link for the definition: [WME](#)) play in your schooling practices?
- Were you exposed to course materials and/or course contexts that included and/or asked you to reflect on minoritized language practices (not WME)?
- What did you notice about students who did not speak WME?

*Provide specific examples, reflections, and connections to specific concepts and themes from our course.*

#### NOTE

Please respond to these questions through a narrative (not just responding to the questions in order) that demonstrates thoughtful and critical reflection about your previous language and literacy experiences. Even though it is possible that you consider yourself a monolingual English speaker with straightforward language and literacy practices, this assignment asks you to critically examine schooling practices and contexts that may have offered you more or less academic and linguistic privilege than other students.

- 5-7 pages double spaced (including cover page, see examples on Canvas);
- **Correct use** of APA 7th guidelines; and
- [RUBRIC](#)

## 2. Community Interaction with weekly materials (5 points each/30 points total)

Due date is on Wednesdays **BEFORE** class only for weeks 3, 5, 7, 8, 11, 13

\*\*\*Community Interaction #4 is due week 8 instead of 9 due to Spring Break.

Community Interactions with course materials are multimodal opportunities (**Classroom participation and engagement as well as written responses**) that will allow you to interact with the week's materials (inside and outside of the classroom), your classmates, and myself. This is not an assignment that you should do on the day before or on the due date, but during class discussions, through class participation, and online.

The community interactions with course materials will have the following format:

- There will be **a prompt (or prompts) that will guide the community interaction** with course materials. This prompt could take the form of a question, a statement, a quote/some quotes from the materials, etc. This prompt will be given to students on the first day of class for that respective week;
- As Nieto & Bode (2018) emphasize, **critical multicultural education is a "process"** and these experiences should be viewed as such. This means that **you should not wait until you have finished reading/watching all materials for that week to contribute to the community interaction**. Uncertainty is welcome in these community interactions and the expectation is that we will co-construct knowledge together!;
- The specific word limit is a minimum of 500 words for each Community Interaction;
- Correct use of APA 7th guidelines; and
- [RUBRIC](#)

## 3. We'll Take the Lead (10 points)

With a peer or individually, you will lead a class discussion on one of our class topics, focusing on the class required reading for that topic. This **will require you to deeply read the assigned articles** for that session in order to **generate questions and activities to enhance your classmates' understanding of the readings**, and **their application to schools and society**.

You should expect to facilitate approximately 30-40 minutes of

- your presentation of the readings where you share your interpretation, findings, parts you want to highlight, connect to other readings, media, print, art etc. (in other words, you should not only summarize the readings); and
- discussion via questions, supporting activities, or other creative means of engaging the class in the readings

It is *critical* that you are engaged and that you engage the class for this assignment!  
Click on the link for groups and presentation dates **We'll Take the Lead**



#### 4. Understanding and Teaching Multilingual Students: Radically Imagining My Future Classroom (20 points)

Due: April 24<sup>th</sup>

Based on theoretical perspectives from the course and the co-construction of knowledge throughout the semester, students will create a product (guidebook/'zine/video/infographic/website/Tumblr/Canva/children's book, or other creative outlet) that focuses on their newfound **understandings**, **discoveries**, and **critical reflections** around the teaching of bi/multilingual students for the elementary classroom. It is our hope that this product accompanies students' journey through the teacher education program and is a product that could be looked back upon and also be revised and reimagined as students gain more perspectives in future semesters.

This product should be something that demonstrates students' grasp of

- historical perspectives in the education of multilingual students;
- their emerging understanding of the realities and identities of multilingual students; and
- ways they imagine engaging with them in their future classrooms

We imagine this product as something that demonstrates students' growth and development alongside their radical imagination of what their future classroom with bi/multilingual students could look like, sound like, and feel like based on these newfound understandings, discoveries, and critical reflections that have emerged during the course.

Feel free to make this more specific to your trajectory as a future ESL, special education, early childhood, and bilingual education teacher. You are more than welcome to use tools and ideas you are gaining from other courses (we encourage these connections), but you cannot submit an assignment from another course.

In addition to the product you should include a 1-page summary that describes

- A. concepts/ideas from the course materials;
- B. an integration of centering practices #1, #2, and #3; and
- C. the integration of core commitments

*This assignment addresses centering practice #3 - Radical imagination*

*We will radically imagine transformative processes and practices in our understanding and teaching of multilingual students for our future classrooms.*

*Make sure you have a correct use of APA 7th guidelines.*

RUBRIC

## TENTATIVE SCHEDULE

\*\*All materials can be found here [Course Guide: EDBE 2050](#) or Canvas

| Week               | Materials (readings, videos, etc.) to be read <u>before</u> class unless otherwise designated   | Key topics/ overarching questions  | What do I need to do?   |
|--------------------|---|--|---|
| 1<br>1/18          | In class: “3 ways to speak English” (Lyiscott, 2014)<br><a href="https://www.youtube.com/watch?v=k9fmJ5xQ_mc">https://www.youtube.com/watch?v=k9fmJ5xQ_mc</a>   | Introduction to the course/syllabus, centering practices, core commitments                             | Prepare a short introduction of yourself  |
| 2<br>1/23,<br>1/25 | “A Brief look at the History of Bilingual Education in the United States” (Rethinking Schools, 2017);<br><br>“Forgetting my first language” (Liao, 2021);<br><br>In class: “Why English Is Silencing Students of Color” (Lyiscott)<br><a href="https://www.ted.com/talks/jamila_lyiscott_why_english_class_is_silencing_students_of_color">https://www.ted.com/talks/jamila_lyiscott_why_english_class_is_silencing_students_of_color</a> | Brief history of bilingual education;<br>Intersection of language, identity, and race                  |   |
| 3<br>1/30,<br>2/1  | “Positioning teachers, positioning learners: Why we should stop using the term English Learners” (Colombo et al., 2018);<br><br>“A critical perspective on the educational labeling of multilingual students in the US” (García-Mateus, Wong, & Chaparro, 2021);<br><br>“Centering Black students in language education” (Shepard, 2021)  | Who we are and how we talk about multilingual students;<br>Raciolinguistics<br>White listening subject | We’ll Take the Lead (Monday)<br>Student 1:<br>Student 2:<br><br>Community Interaction #1<br>Due Wednesday before class<br><br>We’ll Take the Lead (Wednesday)<br>Student 1:<br>Student 2: |
| 4<br>2/6,<br>2/8   | “Not mere abstractions: Language policies and language ideologies in U.S. settler colonialism” (Iyengar, 2014)<br><br>“American Boarding School Haunts Many” (podcast) (Charla Bear, 2008)  | Historical Perspectives;<br>Settler colonialism and language ideologies                                | Autobiography due 2/6, 11:59PM<br><br>We’ll Take the Lead (Monday)<br>Student 1:<br>Student 2:<br><br>We’ll Take the Lead (Wednesday)<br>Student 1:<br>Student 2:                         |

|                                |   |  |   |
|--------------------------------|---|--|---|
| <p>5</p> <p>2/13,<br/>2/15</p> | <p><i>“Lemon Grove Incident”</i> (documentary) (2013)</p> <p><i>“The Burial of Mr. Spanish”</i> (Warren (host) Story Corps, 2017)</p> <p><i>“A lifetime without Spanish: The Latinos who lost their language and their fight to recover it”</i> (video) (2021)</p>  | <p>Historical Perspectives; Policies and practices that have impacted language minority students at the national level</p>       | <p>We’ll Take the Lead (Monday)<br/>Student 1:<br/>Student 2:</p> <p>Community Interaction #2<br/>Due Wednesday before class</p> <p>We’ll Take the Lead (Wednesday)<br/>Student 1:<br/>Student 2:</p> |
| <p>6</p> <p>2/20,<br/>2/22</p> | <p><i>“Chronology of events, court decisions, and legislation affecting language minority children in American public education”</i> (Santa Ana, 2004)</p> <p><i>“Critically assessing the 1968 Bilingual Education Act at 50 years: Taming tongues and Latinx Communities”</i> (García &amp; Sung, 2018)</p> | <p>Key legislation; Bilingual Education Act of 1968; Interest Convergence</p>  | <p>We’ll Take the Lead (Monday)<br/>Student 1:<br/>Student 2:</p> <p>We’ll Take the Lead (Wednesday)<br/>Student 1:<br/>Student 2:</p>  |
| <p>7</p> <p>2/27,<br/>3/1</p>  | <p><i>“Creating a more bilingual Texas”</i> (Sikes &amp; Villanueva, 2021)</p> <p><i>“Chapter 89: State plan for educating English Learners”</i> (TEA)</p> <p><i>“What are the different types of dual language programs?”</i> (Flores, 2018)</p>   | <p>Texas Policy and Emergent Bilinguals; Types of programs for emergent bilinguals; Dual Language Bilingual Education (DLBE)</p> | <p>We’ll Take the Lead (Monday)<br/>Student 1:<br/>Student 2:</p> <p>Community interaction #3<br/>Due Wednesday before class</p> <p>We’ll Take the Lead (Wednesday)<br/>Student 1:<br/>Student 2:</p> |

|                                 |  |   |   |
|---------------------------------|--|---|---|
| <p>8</p> <p>3/6,<br/>3/8</p>    | <p>“Nice white parents; episode 1” (podcast, 2020)</p> <p>“The truth about bilingualism: It’s only for some students” (Mitchell, 2019)</p> <p>“How to dismantle elite bilingualism” (Flores, 2019)</p> <p>“Bilingualism, biliteracy, biculturalism, and critical consciousness for all (Palmer et al., 2019)</p> | <p>Current Perspectives; Gentrification of Bilingual Education; Bilingualism For All?; Seal of Biliteracy; Critical Consciousness in DLBE</p>                     | <p>We’ll Take the Lead (Monday)<br/>Student 1:<br/>Student 2:</p> <p>Community interaction #4<br/>Due Wednesday before class</p> <p>We’ll Take the Lead (Wednesday)<br/>Student 1:<br/>Student 2:</p> |
| <p>9</p> <p>3/13,<br/>3/15</p>  | <p>SPRING BREAK</p>  | <p>SPRING BREAK</p>   | <p>SPRING BREAK</p>   |
| <p>10</p> <p>3/20,<br/>3/22</p> | <p>“Dismantling anti-Black racism in English language arts classrooms: Toward an anti-racist Black language pedagogy” (Baker-Bell, 2020)</p> <p>“From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice” (Flores, 2020)</p>                            | <p>Black language, White Mainstream English, anti-racist Black language pedagogies;</p> <p>Raciolinguistic ideologies;</p> <p>White listening/reading subject</p> | <p>We’ll Take the Lead (Monday)<br/>Student 1:<br/>Student 2:</p> <p>We’ll Take the Lead (Wednesday)<br/>Student 1:<br/>Student 2:</p>  |
| <p>11</p> <p>3/27<br/>3/29</p>  | <p>“What Is Translanguaging?” (video)</p> <p>“Understanding Translanguaging In US Literacy Classrooms” (Seltzer &amp; de los Rios, 2021)</p> <p>“‘Make Sure You See This’: Counternarratives of Multilingual Black Girls’ Language and Literacy Practices” (Presiado &amp; Frieson, 2021)</p>                    | <p>Translanguaging: stance, lens, and pedagogy;</p> <p>Black girl literacies</p>  | <p>We’ll Take the Lead (Monday)<br/>Student 1:<br/>Student 2:</p> <p>Community interaction #5<br/>Due Wednesday before class</p> <p>We’ll Take the Lead (Wednesday)<br/>Student 1:<br/>Student 2:</p> |

|                     |   |   |  |
|---------------------|---|---|--|
| 12<br>4/3,<br>4/5   | <p>“<i>Rooted in Strength</i>” (Introduction, pp. 8-16);</p> <p>“<i>Rooted in Strength</i>” (Chapter 1, pp. 18-29)</p>  | <p>Historically Responsive Literacy (HRL) Framework;</p> <p>More translanguaging;</p> <p>Literacy principles for emergent bilinguals;</p> <p>Language portraits</p> |  |
| 13<br>4/10,<br>4/12 | <p>“<i>Rooted in Strength</i>” (Chapter 2, pp. 30-40)</p> <p><i>Let’s Not Forget that Translanguaging is a Political Act</i> (Flores, 2014)<br/> <a href="https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/">https://educationallinguist.wordpress.com/2014/07/19/lets-not-forget-that-translanguaging-is-a-political-act/</a></p> <p>“<i>So, Is Gentrification Good or Bad?</i>”: <i>One Teacher’s Implementation of the Fourth Goal in Her TWBE Classroom</i> (Heiman, 2020)</p> <p>or</p> <p>“<i>Research shows that I am here for them</i>”: <i>Acompañamiento as language policy activism in times of TWBE gentrification</i> (Heiman &amp; Nuñez-Janes, 2021)</p> | <p>Getting to know emergent bilinguals;</p> <p>Language ecology;</p> <p>More translanguaging;</p> <p>More Gentrification</p>  | <p>Community interaction #6<br/>Due Wednesday before class</p> |
| 14<br>4/17,<br>4/19 | <p>“<i>Rooted in Strength</i>” (Chapter 3, pp.42-69)</p>  | <p>Reading process for emergent bilinguals;</p> <p>Environmental print</p>  | <p>Connect reading and activities to final projects</p>        |
| 15<br>4/24,<br>4/26 | <p>Radically Imagining My Future Classroom</p>  | <p>Student presentations<br/>4/24 + 4/26</p>  | <p>Final projects are due<br/>4/24</p>                         |

## UNT’s Standard Syllabus Statements

### Academic Integrity Standards and Consequences

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic

dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### **ADA Accommodation Statement**

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

## **Department Syllabus Statements**

### **Foliotek ePortfolio (where applicable)**

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 evidence/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](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.

## Educator Standards Addressed In This Course

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:

- (1) Standard 1--Instructional Planning and Delivery.
  - a. Standard 1Ai,ii,iv
  - b. Standard 1Bi,ii (Lesson design)
- (2) Standard 2--Knowledge of Students and Student Learning
- (3) Standard 3--Content Knowledge and Expertise
- (4) Standard 4--Learning Environment
- (5) Standard 5--Data-Driven Practice
- (6) Standard 6--Professional Practices and Responsibilities

## English as Second Language Standards

### Domain I. Language Concepts & Language Acquisition

#### Competency 2 (Processes of 1st/2nd language acquisition)

- 2.a., 2.b. (L1 and L2 language acquisition and development)  
2.d., 2. e. (Connections and challenges between L1/L2)

### Domain II. ESL Instruction and Assessment

#### Competency 3 (ESL teaching methods/leveraging this to plan and implement instruction)

- 3.b., 3.c., 3.d. (instructional methods/critical thinking for students with diverse linguistic needs)

#### Competency 4 (ESL teacher knows how to promote communicative development)

- 4.b., 4.c, 4.e., 4.g. (environment, support, resources, materials, language transfer, feedback)

#### Competency 5 (ESL teacher understands how to promote students' literacy development in L1)

- 5.d., 5.e., 5.g. (factors that impact L1 language acquisition; both social and technical)

#### Competency 6 (ESL teacher promotes content-area learning, language development, achievement)

- 6.b., 6.c. (knowledge of students' background to promote instruction and facilitate student use of learning strategies)

### Domain III (Foundations of ESL education, cultural awareness and family and community involvement)

#### Competency 8 (Understands the foundation of ESL education/types of programs)

- 8.a., 8.b. (historical, theoretical foundations of ESL programs, types of programs)

#### Competency 9 (Factors that impact ESL student learning/implement strategies for diverse classroom)

9.a., 9.b., 9.c., 9.d., 9.e. (understands linguistic/cultural diversity to contribute to multicultural/multilingual learning environment)

[Competency 10 \(Knows how to advocate for ESL students/include families and communities\)](#)

10.a., 10.b., 10.c., 10.d. (effective communication/practices to collaborate with families/communities to enhance ESL students' education)

### Pedagogy and Professional Responsibilities (PPR)

[Competency 001 \(Understands human development processes/application of knowledge\)](#)

1.001.1.K. (Productive learning environments; high expectations, equity)

[Competency 002 \(Understands issues of diversity/plan learning experiences accordingly\)](#)

1.002.A., B., C., D., E., F. (accepts students from diverse backgrounds, knows how to learn about students' backgrounds, knows how to be culturally responsive)

[Competency 003 \(Understands procedures for designing coherent instruction\)](#)

1.003.E. (knowledge of various types of resources and materials to enhance learning/engagement)