

## EDBE 2050 | Fall 2025

# UNDERSTANDING AND TEACHING MULTILINGUAL STUDENTS

### Course Information

<b>Professor</b> griselda i. solano, phd	<b>Location</b> Matthews Hall 308  <b>Time</b> Wednesday, and Friday, 2:30-3:50
<b>Pronouns:</b> she/her/ella	<b>Office Hours:</b> Virtual through appointment. <i>Please, send me an email 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>
<b>Email:</b> <a href="mailto:griselda.solano@unt.edu">griselda.solano@unt.edu</a> solanog2000@yahoo.com	<b>Office Location:</b> Wednesdays and Fridays after class, virtually, by appointment

**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 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.

**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 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**, and all of the 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 (assignments, activities, responses, etc.). **Any work submitted using AI tools will be treated as though it were plagiarized.** If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work (statement from Boston College Center for Teaching Excellence).

### 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. Do your best to review and read the materials and resources for this course **prior to coming to class**; and **participate** in the classroom discussion, activities, and projects designed to achieve a deeper understanding of the course content.*

**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 6 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.**

Frequency of class meetings

# of Absences	% of Classes Missed	Participation Points Rewarded
0-2	~ 6%	10
3	10%	7
4	16%	3
6	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.

**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, but final grades are firm.

A	90-100 %
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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
Weekly Participation	200	12.5 points/week( <i>Ongoing</i> )
Attendance	100	( <i>Ongoing</i> )
Introduce Yourself	10	Sunday Aug. 24th (Canvas submission, 11:59pm)
From Text to Practice	130	(Weekly Group Presentations/ Critical Commentary/ <i>Ongoing</i> )
Interview with a Bi-/Multilingual or ESL Teacher	50	Thursday, Sept. 18th, 11:59pm
Tutoring with a Bi-/Multilingual Student	40	10 hours total (Between Sept. 8th - Nov. 20th)
Midterm Exam	100	Wednesday, Oct. 8th (In class)
Presentation of Tutoring Reflection	75	Wednesday, Nov. 26th (Canvas submission, 11:59PM + presentation in class)
Students' Questions Creation	100	Wednesday, December 3 (Canvas submission, 11:59PM)
Final Exam	100	Wednesday, Dec. 10th (In class)
<b>Total</b>	<b>1,000</b>	

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

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. Introduce Yourself (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.

## 2. From Text to Practice (130 points)

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

Goal: Practice close reading, critically reflect together on the readings to reach original insight(s), and guide a rigorous, inclusive discussion while sharing planning and speaking roles fairly.

- a. In a team of three-four, you will move beyond a summary of the required readings and/or materials. You and your team will read, reflect, and engage with the readings to then design a minimum 30-minute creative presentation that extends one or two key ideas from the author(s). To an extent I refer to how you and your group are expected to clarify one or two concepts, question a claim, connect it to another idea from the course, or apply it to a concrete education setting.

→ In this assignment, you do not summarize or walk the class through the readings,

### Your team will

- 1) Support that which you extend on with specific evidence from the readings, and lead classmates through short, hands-on activities that get them thinking and talking;
- 2) Show why the extension matters for education (e.g., teaching emergent bilinguals, assessment forms, classroom interaction in a bilingual setting, or bilingual teacher preparation) and if/what it would change in practice;
- 3) Allow for the majority of the presentation to consist of your team's work and to enhance your classmates' and your own understanding of the course content(s), topics, and their application to education and society. The majority of the presentation should not consist of multimedia integration or quiz apps such as Kahoot. 😊
- 4) Demonstrate teamwork and a shared responsibility/equality of roles;
- 5) Present you content in an original, creative, and engaging way for the listener; and
- 6) Make sure that there is an internal consistency with the underlying form and content of the project that produces a sense of flow and wholeness.

During the first weeks of class, I will use our lessons to give you examples of ways to present readings and materials that I have found fit who I am as an educator. I have a tentative plan already designed, but I always try to revise this as much as possible according to who my students are as learners and knowledge creators. When you and your group present, you should do so in a way that fits who you are 😊 You can also refer to readings and materials from other classes if you see a connection, and include your own educational experiences if you feel comfortable doing so.

Requirements: [Assessment Rubric](#)

## B. Critical Commentaries

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

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 Sunday or Tuesday at midnight) should be written in paragraph form, follow rubric on Canvas for full points. AI usage is prohibited for the use of critical commentaries. Please see AI section of syllabus for a thorough understanding of AI usage in this course.

### **3. 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 & management practices in ESL programs. Interview a current teacher 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*)

- a) What success have you found in strategies working with emergent bilingual students and why?
- b) What challenges do you face in the classroom, school, and district?
- c) What advice do you have for future teachers working in bilingual/multilingual classrooms?
- d) What model does your campus follow for bilingual students?

### **4. 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.

Important dates are as follows:

- **Online orientations** are taking place on **September 16** and **September 18**. You only have to attend one. The orientation provides specific details about logistics, documentation of experiences working with students/families, and testimonios of students who have participated in the Homework Hotline.
- **Student volunteers** start on **September 23**;

- **Weekly meetings on Zoom** every Thursday at 11:00 AM starting August 21 (calendar invite with Zoom link will be sent out); and
- The last day for student volunteers is **November 20, 2025**.

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/multilingual student. Please sign up with the tutoring organization of your choice and let the professor know where you will be volunteering prior to the 4<sup>th</sup> class meeting. **You should *aim* to begin tutoring by September 8th and *aim* to complete all required hours in time to prepare the presentation on November 19th. 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. Include your tutoring coordinator's preferred contact (email/phone). Submit this under the tutoring assignment on Canvas.
- 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

#### **5. 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.

#### **6. 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		
Wed. 8/20	Introduction, syllabus overview, Q & A.	<b>Assignments Due:</b> Contact Bilingual Homework Hotline or start looking into and contacting potential students to tutor.	
Fri. 8/22	<u>Reading in class:</u> Liao, J. (2021, September 3). Forgetting my first language: When I speak Cantonese with my parents now, I rely on translation apps. <i>The New Yorker</i> . <a href="https://www.newyorker.com/culture">https://www.newyorker.com/culture</a>		<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

Week	TOPIC	Assignments Due	Standards
	<a href="#">/personal-history/forgetting-my-first-language</a>		ways to bridge the home and school cultural environments. <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.
Sun. 8/24		<b>Assignment Due:</b> Student Introductions Sunday, 8/24, 11:59pm, (Canvas submission)	

Week	TOPIC	Assignments Due	Standards
2	Who are Emergent Bilinguals?		
Wed.. 8/27	<b>Reading prior to class:</b> Wright (2019), Ch. 1  <a href="#">Extended Profiles</a> (Wright, 2019, p. 1-2)  <b>Reading in class:</b> García, O. (2009). Emergent Bilinguals and TESOL: What's in a Name? <i>TESOL Quarterly</i> , 43(2), 322–326. <a href="http://www.jstor.org/stable/27785009">http://www.jstor.org/stable/27785009</a>	<b>Assignment Due:</b> Start contacting a potential interview participant for the interview assignment.	<b>BE 2.3k</b> Bilingualism and biculturalism and their impact on the learning environment. <b>ESL Standards</b> <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.
Fri. 8/29	<b>Reading in class:</b> <a href="#">Latham Sikes, C., &amp; Kring Villanueva, C.</a> (2021). <i>Creating a more bilingual Texas: A closer look at bilingual education in the Lone Star State</i> . p. 4-10, 23	<b>Assignments Due:</b> Contact potential student to tutor.	<b>BE 2.3k</b> bilingualism and biculturalism and their impact on the learning environment <b>ESL Standards</b> <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>2.3k</b> research findings related to ESL education, including

			<p>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>
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Week	TOPIC	Assignments Due	Standards
3	How Linguists Study Language		
Mon. 9/1	<b>LABOR DAY NO CLASS</b>		
Wed. 9/3	<p><u>Reading prior to class:</u> Wright (2019), Ch. 2</p> <p>ESL 154 Test Preparation Manual p. 66</p>		<p><b>BE Standards</b> 3.2k; 3.4k; 3.6k; 3.7k; 3.1s; 2.3s</p> <p><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 &amp; 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,</p>

			linguistic, and cognitive needs of ESL students.
Fri. 9/5	<u>Reading prior to class:</u> Martínez, R. A. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires. <i>The Reading Teacher</i> , 71(5), 515-522. DOI: <a href="https://doi.org/10.1002/trtr.1679">10.1002/trtr.1679</a>		<p><b>BE Standards</b> 3.2k; 3.4k; 3.6k; 3.7k; 3.1s; 2.3s + <b>ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4k; 1.5k; 1.1s; 2.4k (<i>same as Wednesday</i>)</p> <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 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
4	Language Learning and Teaching		
Wed.. 9/10	<u>Reading prior to class:</u> Wright (2019), Ch. 3  <a href="#">ESL 154 Test preparation manual, p. 79-82 and 85-87</a>	<b>Assignment:</b> Aim to begin tutoring assignment this week.	<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.
		<b>Assignment Due:</b> From Text to Practice, <b>Group 1</b> (presentation in class)	<b>ESL Standards</b> 3.1k; 3.2k; 3.3k; 3.4k; 3.5k; 3.1s; 3.2s; 3.3s; 3.6s ( <i>same as Monday</i> )
Fri. 9/12	<u>Reading in class:</u> <a href="#">Latham Sikes, C., &amp; Kring Villanueva, C.</a> (2021). <i>Creating a more bilingual Texas: A closer look at bilingual education in the Lone Star State.</i> p. 11-15		<b>ESL Standards</b> 3.1k; 3.2k; 3.3k; 3.4k; 3.5k; 3.1s; 3.2s; 3.3s; 3.6s ( <i>same as Monday</i> )

Week	TOPIC	Assignments Due	Standards
5	Language Policy; In-Class Film Session		
Tue. 9/16	<i>BHH Orientation</i>		
Wed. 9/17	<u>Reading prior to class:</u> <i>ESL 154 Test preparation manual: Historical Context...</i> p. 1-9  <a href="#">California banned bilingual education for almost 20 years. It still hasn't recovered.</a>		<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,

	<a href="#"><u>Bilingualism is a strength Texas is failing to nurture for hundreds of thousands of students</u></a>		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. 9/17	Film Session (In class, Part 1, 50 mins.)	<b>Assignment Due:</b> From Text to Practice, <b>Group 2</b> (presentation in class – <i>after film session</i> )	<b>BE 2.3k; ESL Standards 2.1k; 2.3k; 2.4k; 2.1s; 2.5s</b> ( <i>same as Monday</i> )
Thu. 9/18	<i>BHH Orientation</i>	<b>Assignment Due:</b> Interview with a Bilingual/Multilingual or ESL Teacher, 11:59PM (Canvas submission)	
Fri. 9/19	Film Session (In class, Part 2, 10 mins.)		<b>BE 2.3k; ESL Standards 2.1k; 2.3k; 2.4k; 2.1s; 2.5s</b> ( <i>same as Monday</i> )

Week	TOPIC	Assignments Due	Standards
6	Affirming the Equal Rights of Multilingual Students and Programs		
Wed. 9/24	<u>Reading prior to class:</u> Wright (2019). Ch. 4	<b>Assignment Due:</b> From Text to Practice, <b>Group 3</b> (presentation in class)	<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
Fri. 9/26	<p>Read the article, <u><a href="#">Educating Language Minority Students and Affirming Their Equal Rights: Research and Practical Perspectives</a></u></p> <p>Hakuta, K. (2011).</p> <p>Read the article, <u><a href="#">Teaching English language learners: What the research does—and does not—say.</a></u></p> <p>Goldenberg, C. (2008).</p>		<p><b>ESL Standards</b> 1.2k; 2.1k; 2.2k; 2.3k; 2.4k; 2.1s; 2.5s (<i>same as Monday</i>)</p> <p><b>ESL Standards</b> 1.2k; 2.1k; 2.2k; 2.3k; 2.4k; 2.1s; 2.5s (<i>same as Monday + Wednesday</i>)</p>

Week	TOPIC	Assignments Due	Standards
7	Loss of Family Languages		
Wed.. 10/1	<p><u>Reading prior to class:</u></p> <p>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>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/10.1177/016146810911100308">10.1177/016146810911100308</a></p>		<p><b>Standards: 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 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. 10/1		<b>Assignment Due:</b>	<b>Standards:</b> BE 2.5k; <b>ESL Standards</b> 2.1k; 2.1s (same as Monday)

		From Text to Practice, <b>Group 4</b> (presentation in class)	
Fri. 10/3	<p><u>Reading <b>in</b> to class:</u> Excerpt from <i>Tongue Tied</i>: 1) <i>Indian Boy Love Song</i> (p. 55) Sherman Alexie; 2) <i>Desmet Idaho</i>, March 1969 Janet Campbell Hale; and 3) <i>Masks and Acculturation</i> (p. 32-33) Margaret Montoya</p> <p><u>Mascaras, Trenzas, Y Grenas: Un/Masking the Self While Un/Braiding Latina Stories and Legal Discourse</u></p>		<b>Standards:</b> BE 2.5k; <b>ESL Standards</b> 2.1k; 2.1s (same as Monday and Wednesday)

Week	TOPIC	Assignments Due	Standards
8	Bilingual Program Models, the Standard Language Myth and Language Variation		
Mon. 10/8	<p><u>Reading <b>prior</b> to class:</u> Wright (2019). Ch. 5</p> <p><u>Bonus Readings (Not Required)</u> <a href="#">Delpit, L. &amp; Dowdy, J.K. (2002).</a> No kinda sense. In <i>The Skin That We Speak: Thoughts on Language and Culture in the Classroom</i>. New Press.</p> <p>Martínez, R. A. (2010). “Spanglish” as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. <i>Research in the Teaching of</i></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; <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</p>



	<p><i>English</i>, 45(2), 124–149. DOI:<a href="https://doi.org/10.58680/rte201012743">10.58680/rte201012743</a></p> <p>Lippi-Green, R. (2012). The myth of non-accent. In <i>English with an accent: Language, ideology and discrimination in the United States</i> (2nd ed.). Routledge.</p>		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.
Fri. 10/10		<b>Assignment Due:</b> <b>Midterm (in class)</b> <i>NOTE:</i> <i>Midpoint of the semester</i>	<p><b>BE 2.5k. ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4 k; 1.1s; 2.1k 2.1s; 2.2s (<i>same as Monday</i>)</p> <p><b>BE 2.5k. ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4 k; 1.1s; 2.1k 2.1s; 2.2s (<i>same as Monday and Wednesday</i>)</p>

Week	TOPIC	Assignments Due	Standards
9	Listening and Speaking		
Wed. 10/15	<u>Reading <b>prior</b> to class:</u> Wright (2019). Ch. 7		<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</p> <p><b>1.3s</b> use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency.</p>
		<b>Assignment Due:</b> From Text to Practice, <b>Group 5</b> (presentation in class)	<b>ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4 k; 1.5k; 1.3s ( <i>same as Monday</i> )
Fri. 10/17	Hakuta, K. (2011). Educating language minority students and affirming their equal rights: Research and practical		<b>ESL Standards</b> 1.1k; 1.2k; 1.3k; 1.4 k; 1.5k; 1.3s ( <i>same as Monday and Wednesday</i> )

	perspectives. <i>Educational Researcher</i> , 40(4), 163-174. DOI: <a href="https://doi.org/10.3102/0013189X11404943">10.3102/0013189X11404943</a>		
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Week	TOPIC	Assignments Due	Standards
10	Semantics, Phonology, Morphology, and Syntax		
Mon. 10/22	<p><u>Reading <b>prior</b> to class:</u>  <a href="#">Lippi-Green, R. (2012).</a> The standard language myth. In <i>English with an accent: Language, ideology and discrimination in the United States</i> (2nd ed.). Routledge.</p> <p><a href="#">ESL 154 Test preparation manual pg. 52-56</a></p>		<p><b>ESL Standards</b>  <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>1.4k</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, 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.</p>
Wed. 10/22		<b>Assignment Due:</b> From Text to Practice, <b>Group 6</b> (presentation in class)	<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. 10/24			<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> ).
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Week	TOPIC	Assignments Due	Standards
11	Translanguaging, Effective Instruction, and Advocacy for Emergent Bilinguals		
Mon. 10/29	<p><u>Reading <b>prior</b> to class:</u> Wright (2019). Chapter 11</p> <p><u>Reading <b>in</b> class:</u> Explore the <a href="#">Translanguaging Resources</a> on the CUNY-NYS Initiative on Emergent Bilinguals</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</b></p> <p><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.</p>
Wed. 10/29		<p><b>Assignment Due:</b> From Text to Practice, <b>Group 7</b> (presentation in class)</p>	( <i>same as Monday</i> ).

Fri. 10/31	<a href="#">“Understanding translanguaging in US literacy classrooms” (Seltzer &amp; de los Ríos, 2021)</a>		(same as Monday and Wednesday).
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Week	TOPIC	Assignments Due	Standards
12	Assessment of Language: Implications and Contradictions		
Mon. 11/5	<u>Reading prior to class:</u> 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. 11/5		<b>Assignment Due:</b> From Text to Practice, <b>Group 8</b> (presentation in class)	(same as Monday).
Fri. 11/7	<u>Reading in class:</u> Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives		(same as Monday and Wednesday).

Week	TOPIC	Assignments Due	Standards
13	Texas ESL and Bilingual Program Models		
Mon. 11/12	<u>Reading in class:</u> ESL 154 Test preparation manual pg. 1-18 (read to “8.C: The ESL teacher applies...”)		
Wed. 11/12		<b>Assignment Due:</b> From Text to Practice, <b>Group 9</b> (presentation in class)	
Fri. 11/14	<u>Reading in class:</u> <i>Texas Administrative Code (TAC)</i> Chapter 89; §89.1205. Section: <i>Required bilingual education and English as a second language programs</i> , p. 1-4  ESL 154 Test preparation manual, p. 9-18		

Week	TOPIC	Assignments Due	Standards
14			
Mon. 11/19	<u>Read in class:</u> <a href="#">ESL 154 Test preparation manual</a> p. 21-42		<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. 11/19		<b>Assignment Due:</b> 1) Tutoring Log (Canvas submission, 11:59PM); and 2) Presentation of Tutoring Reflection (Canvas submission @11:59PM + presentation 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
Fri. 11/21			<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	
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15	THANKSGIVING BREAK
Mon. 11/24 - Fri. 11/28	NO CLASSES

Week	TOPIC	Assignments Due	Standards
16			
Mon. 12/1	Students' Questions Creation Workshop		
Wed. 12/3		<b>Assignment Due:</b> Students' Questions Creation (Canvas submission, 11:59pm)  <i>NOTE: Dec 3-4 Pre-Finals            Days</i>	
<b>Fri. 12/5</b>	<b>UNT READING DAY</b> <b>NO CLASS</b>		

Week	TOPIC	Assignments Due	Standards
17	Final Exams Week; Course Review		
Mon. 12/8	Course Review + Survey		
Wed. 12/10		<b>Assignment Due:</b> Final Exam (in class)	
Fri. 12/12			

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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>

**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.**