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| EDBE 3480 (003)- Fall 2022 |
| --- |
| Bilingualism & Multiculturalism for English Language Learners: Issues and Perspectives  |
| Instructor: griselda i. solano | Pronouns: she/her/ella  |
| Meeting place/time: Matt 112Monday: 5:30-8:20 pm | Student hours: Tuesday & Wednesday (4-5; also by appointment via Zoom |
| Contact info: 915.262.5600 (M-F; 9AM-5PM)griselda.solano@unt.edu | Office location: Zoom |

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**REQUIRED TEXT:**

* Barbian, E., Gonzales, G. C., & Mejia, P. (Eds.). (2017).  *Rethinking bilingual education.*Milwaukee, WI: Rethinking Schools, Ltd.

**COURSE GUIDE:**

* Course Library Guide has links to supplemental readings and videos required for this course. <https://guides.library.unt.edu/edbe3480> (suggested children’s books)

**Catalog Course Description**

Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society. Required for teacher education majors seeking EC-6 Core subjects and Special Education, EC-6 Core subjects with ESL or Bilingual Supplemental, and 4-8 Core subject and ESL Supplemental.

**KEY SERVICES AT UNT:**

[UNT Division of Student Affairs](https://studentaffairs.unt.edu/speak-out/mental-health-resources)

[UNT Dean of Students](https://deanofstudents.unt.edu/)

<https://speakout.unt.edu/content/mental-health-resources>

[UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

[COE Coronavirus updates](https://coe.unt.edu/news/coronavirus-updates)

[UNT COVID 19 Updates](https://healthalerts.unt.edu/)

Resources for DACA students: <https://www.unt.edu/daca>

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/>

Counseling: <http://studentaffairs.unt.edu/counseling-testing-services>

**COURSE INTRODUCTION**

***“****At its best, multiculturalism is an ongoing process of questioning, revising, and struggling to create greater equity in every nook and cranny of school life… It is a fight for economic and social justice… Such a perspective is not simply about explaining society, it is about changing it.”*

*(Rethinking Schools, Fall 2000)*

Multicultural education, as an educational reform movement emerging half a century ago in response to an increased presence of immigrant students in Western nations (Lin & Wu, 2014), addresses diversity in schools by fostering pride in minority cultures, helping minority students develop new insights into their culture, reducing prejudice and stereotyping, and promoting intercultural understandings (Ogbu, 1992).

At the same time, Nieto and Bode (2018) argue that the current sociopolitical climate requires that we move beyond only addressing and affirming these issues to “assertively confront[ing] issues of power and privilege in society” (p. 4). Hence, a critical perspective of multiculturalism calls for teachers to think critically about how macro structures of power impact educational processes at the local level.

We look to Nieto and Bode (2018) in framing multicultural education in a sociopolitical context, as they highlight 7 characteristics that will serve as a guide for the course: (Critical) multicultural education is; (1) anti-racist education, (2) basic education, (3) important for all students, (4) pervasive, (5) education for social justice, (6) a process, (7) critical pedagogy. These characteristics cannot possibly capture all of the complexities of multicultural education, but there is hopeful potential that they can encourage future teachers to imagine this work to be much more than “simple lessons on getting along or units on ethnic festivals” (p. 31).

**OF NOTE**

**Instructional approac**h:The format is a critical inquiry-based dialogue framed in the Constructivist approach to teaching and learning. In doing so, we are all held accountable for engaged participation and it is the responsibility of each of you to take what you need from this course. Our dialogue will draw on the following: (1) the experiences, backgrounds, and knowledge of all class members; (2) critical and thoughtful engagement, reflection, and preparation of the readings; (3) in class videos and guest speakers. I encourage you to engage in self-inquiry and share this with your colleagues.

**Critical Dialogue:** IMPORTANT!! The structure of this class is based upon the freedom of each student to express her or his personal views in an atmosphere of respect and tolerance. The topics of race, social class, ethnicity, etc., can be very personal, sensitive, and sometimes emotionally laden. During discussions, you may hear/read viewpoints that differ from your own value system, and this can often feel disconcerting and threatening. It is essential that you weigh the appropriateness of how you participate in this class. Although your participation and opinions are greatly valued, disrespect of other students or to the instructor will not be tolerated. You may attack an *idea*, you may not attack an *individual*. In addition, some materials shown in class (videos, readings, etc.) may be offensive/triggering to some students. Trigger warnings will not be given every class period/activity.

If you find yourself having difficulty with any aspect of this class, please discuss the problem with me immediately so we can work together to arrive at some solutions. Most difficulties can be resolved easily once the door for discussion has been opened. This approach will assist me in responding to your needs and in improving the course now, rather than learning about problems at the end of the semester during your final course evaluation.

**Student hours:** My hours dedicated to students are Tuesdays and Wednesdays from 4:00-5:00 pm via Zoom. Feel free to meet individually and in small groups. If those days/times are not convenient for your schedule, email me and we will set up alternate time/day.

**CANVAS**

For this class, you will submit all your assignments on Canvas. It will also have important documents (syllabus, etc.), course readings not found in the course guide, important announcements, etc. Please make sure that the email you use most frequently is the one synched to Canvas.

**Student Technical Support**

The University of North Texas provides technical support in the use of Canvas. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website [unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm) for updated hours.

***\*\*\*Syllabus is subject to change***

**SUMMARY OF ASSIGNMENTS** (See descriptions below, rubrics will be available on Canvas)

| **Assignments** | **Points** | **Due Date** |
| --- | --- | --- |
| Participation & Professionalism  | 10 | Ongoing |
| Educational autobiography | 10 | September 16 |
| Discussion #1 | 10 | September 23 |
| Discussion #2 | 10 | October 14 |
| Discussion #3 | 10 | November 18 |
| Critical Analysis of current issue in Multicultural Education  | 15 | November 4 |
| Theory to Practice synthesis (2 times during semester) | 10 | To be determined |
| Final Presentation: “What can I do as a future critical multicultural educator?”  | 10 | November 28 |
| Final Paper: “What can I do as a future critical multicultural educator?”  | 15 | December 10 |
| Total  | **100** |  |

**PARTICIPATION, & PROFESSIONALISM**

(10 pts., Ongoing)

You are expected to complete all readings, arrive in class on time, and actively participate in class discussions and activities. Knowledge construction and personal transformation are processes. As the semester progresses, you will be expected to examine your pre-existing beliefs and opinions critically and to reconstruct your own conceptual framework based on the readings and class discussions. Participation does not just refer to whole class discussion, as there may be times when sharing with the large group may be uncomfortable (even though this discomfort can be a generative learning experience). You are expected to actively and consistently participate in small groups as well.

**Attendance**: This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf) will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](https://policy.unt.edu/sites/default/files/06.039%20Student%20Attendance%20and%20Authorized%20Absences.pdf)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the students’ responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade (see table below). In the event that a student misses four or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor’s discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student’s responsibility to drop this course, if necessary.

***For courses offered 1 time per week***

| **# of Absences** | **Total participation points for the class***(out of 10 points)* |
| --- | --- |
| 0 – 1 | 10 |
| 2 | 7 |
| 3 | 3 |
| 4 or more | You will automatically receive an F for your final grade |

**EDUCATIONAL AUTOBIOGRAPHY**

(10 pts., due September 16)

This educational autobiography is based on your personal reflections related to your family and your past and present educational experiences. In this autobiography you should connect who you are as a person with those educational experiences. Your paper should include MOST OF the following aspects:

* Family history: Racial/ethnic background, migration history, religion, cultural practices, level of education obtained by your parents/grandparents and their labor history
* An examination of your socioeconomic background and your experiences related to social class.
* A significant difference and/or experience that impacted you or not (for example, language, immigration difficulties, special needs, etc.), or differences/experiences that you did not realize at the time but later realized that they impacted your learning experiences (for example, issues of gender, sexuality, etc.) or those who were close to you (family and friends).

It is crucial that you include a reflection about how these aspects that helped to shape you are specifically connected to both your past and present educational experiences. You should write about how these topics impacted the quality (or lack of quality) in your education during your educational trajectory, and how the formation of who you are now and where you come from shaped (or not) your points of view about issues in education, students from diverse cultural/socioeconomic backgrounds along with your own interests in schooling and teaching. This autobiography does not have a strict format; it should have at least 4 pages (12 pt. Font, double-spaced) and no more than 6 (not including the title page). The focus is on the quality of the writing, deep self-reflection, and not mechanical precision and the length of the paper. A rubric will be provided.

**CANVAS DISCUSSION FORUMS**

(3 assignments at 10pts= 30pts.) (Due Sept. 23, Oct. 14, Nov. 18)

Write an 800-word response to assigned readings for those weeks. These should not be summaries of the readings, but rather a critical engagement with and synthesis of the reading(s) for that week (see theory to practice section above). As we go about constructing knowledge around important concepts, readings, and issues, it will be imperative that students begin to “name” them with each passing week and discussion forum. USE GUIDING QUESTIONS FROM EACH MODULE AS A PLATFORM FOR YOUR WRITING!

**Your response should have (not necessarily in this order):**

1. In your response embed and “name” 3-5 concepts/ideas that were emphasized in the reading(s) for the week. Don’t just do bullet points and definitions! This is a response paper and should be written in a narrative style that connects the concepts in a seamless manner. Take risks in your writing! Be explicit with your theory to practice connections.
2. **Take a stance!** Bring in your own unique opinions, perspectives, reflections. This could be based on your personal experiences, other readings, or perspectives you are gaining in other classes.
3. At the end of your response, write 2 questions that you have based on your interactions with the reading. These shouldn’t be questions that you have an answer for, but rather are questions that your classmates can push your thinking in different directions.

**In order to get full credit:**

* Upload your entry by 11:59 PM on the assigned date.
* **In your post provide 4 examples of APA citation techniques (2 paraphrases, 2 direct quotes). Make use of the “APA cheat sheet” that will be provided.**
* Student demonstrates a deep understanding of the overarching ideas, arguments, and assumptions from the assigned reading(s). Uncertainty is welcome here! If there is doubt, confusion, and a lack of clarity please be explicit around this, as it is most likely that other students are experiencing something similar. This will facilitate our construction of knowledge as the semester progresses. In the past students have posted links to articles, videos, etc. that connect to that particular week’s content.
* **Thoroughly read and respond to 2 colleague’s post**; 3 to 5 sentences will suffice. You will have 2 days after due date to respond to your colleagues
* Points may be deducted for turning in entry late and for not revealing a deep understanding of ideas, arguments, and assumptions mentioned above. A rubric will be provided on Canvas.

**THEORY TO PRACTICE SYNTHESIS**

(2 random times at 5pts.= 10pts.)

On 2 random class sessions during the semester you will write a critical response to the assigned readings for that day in class. You will be given 3 prompts/questions that will be guides for you in making connections from theory to practice (see theory to practice section). You can use your book(s), notes, etc. As described in the **Canvas Discussion Forum above**, the purpose is for you is to synthesize the readings, not provide definitions from the Nieto and Bode book. If you miss class on this day you will need to communicate with me ASAP! A rubric will be provided on Canvas.

**A CRITICAL ANALYSIS OF A CURRENT ISSUE IN MULTICULTURAL EDUCATION**

(15 pts., due November 4)

We live in a time that inundates us with information that succinctly connects to issues from this course; Race, immigration, border issues, bi/multilingualism, microaggressions, indigenous rights, LGBTQ, partisan politics, just to name a few. At the same time, perspectives on these issues can vary depending on the source of the “story.” For this assignment you will find a current blog post, short article (newspaper, cultural magazine, etc.; not an academic article), YouTube Video, news clip, or other short documentary film that touches upon an/some issue(s) that we have talked about in class (must somehow be connected to education), and write a critical analysis that examines the following elements (not necessarily in this order):

1. Provide context- What’s the issue? How does it connect to the course and multicultural education? Why did you choose this issue?
2. Make 3 specific connections to concepts you have interacted with from the course. Be specific with these descriptions. For example, don’t just say “the \_\_\_\_\_\_\_\_ that I analyzed showed examples of *deficit perspectives*. You should demonstrate a clear understanding of this perspective in connection to your particular issue.
3. React to what you read on a personal level. How does the issue(s) relate to your own unique identities, positionalities, and experiences in education and beyond? Did it challenge you to think differently about the issue(s)?
4. Describe the source/where you got the article, video, etc. Is there a specific perspective/angle that the source tends to project? Does this source have a target audience? Upload source with your paper. A rubric will be provided on Canvas.

*\*\*Paper should be 4-5 pages (not including title page), double-spaced, 12pt. Font Times New Roman.*

**FINAL PROJECT “What I can do as a future critical multicultural educator?”**

(Final Presentation - 10 pts., November 28

Final Paper - 15 pts., due Dec. 10)

*Background*: You have been exposed to critical theoretical perspectives around multicultural education along with concrete examples of teachers doing critical multicultural education in their classrooms. In this final project in small groups you will conceptualize and present a critical multicultural intervention that is contextualized in the educational setting where you envision teaching in the future. This could be an ESL/Bilingual Education context at the pre-school, elementary, and secondary levels, while also being an in class/school or out of class/school intervention or combination of both. See “What You Can Do” examples from the Bode & Nieto text for more guidance here. An example intervention will be modeled by the professor and a rubric will be provided.

*Elements of Project* (doesn’t have to follow this order; No Power Points!):

1. Decide upon a specific context; grade level, ESL, Bilingual Education, etc.
2. Briefly describe 3-5 concepts/readings that impacted your decision to work on this critical multicultural intervention. These could also be specific activities that we did in class. Be specific when speaking to these concepts. For example, if mentioning something like family literacy projects discuss a specific aspect of this concept that captured your attention, not just the term.
3. Include a multicultural children’s picture book that connects to the contents of the course and the focus of your intervention.
4. SHOW US your intervention using any of the following mediums: technology (not PowerPoint), role plays (could include bringing in your fellow classmates to play a particular role), music, artistic displays, to name a few. Think about it like a short activity that we have done in class already. USE YOUR IMAGINATION AND GO BEYOND HOLIDAYS, FOOD, AND WELL KNOWN TRADITIONS! We have talked at length about going beyond “tourist” multicultural education, and this is your opportunity to do that. **(10 pts.)**
5. What challenges, based on what you have learned in the course, may you face in the execution of your intervention and how would you go about dealing with those challenges?
6. Submit a group paper in APA format **(15pts)** to Canvas. More details will be provided at a later time.

**NOTEWORTHY**

Title IX Services: Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs:<http://deanofstudents.unt.edu/resources>. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

Religious accommodations for students in class: State and Federal law require public universities to allow students time off from classes without penalty for observance of their religious holidays and practices, unless accommodation interferes with a compelling university interest. In addition to permitting students to be absent from class, students should be given a reasonable amount of time to make up any missed assignments or tests. Students seeking an exemption from attending class or completing assigned course work for a religious observance must provide faculty with reasonable advance notice of the dates of the religious holidays on which they will be absent.

Parents with young children: I realize there may be times when you may not have any other choice but to have them with you during our Zoom conversations. That is totally fine, and we welcome them into our classroom community!

**COMPETENCY- BASED LEARNING OBJECTIVES**

**The student will be able to:**

**Domain III –** Foundations of ESL education, cultural awareness and family and community involvement.

| **Competencies** | **Sub-competencies** |
| --- | --- |
| **008** The ESL Teacher understands the foundations of ESL education and types of ESL programs. | 1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
 |
| 1. Knows types of ESL programs, their characteristics, their goals, and research findings on their effectiveness.
 |
| 1. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
 |
| 1. Applies knowledge of research findings related to ESL education including research on instructional and management practices in ESL programs to assist in planning and implementing effective ESL programs.
 |
| **010**The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. | 1. Applies knowledge of effective strategies advocating for educational and social equity for ESL students (participation in LPAC, ARD, Site based Decision Making committees) and serving as a resource for teachers
 |
| 1. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children’s education and school activities.
 |
| 1. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
 |
| 1. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.
 |

**DOMAIN I – Bilingual Education**

| **Competency** | **Sub-competencies** |
| --- | --- |
| **001** The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program. | 1. Understands the historical background of bilingual education in the US including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
 |
| 1. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
 |
| 1. Understands theimportance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
 |
| 1. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
 |
| 1. Understands convergent research related to bilingual education and applies convergent research when making instructional decisions.
 |
| 1. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
 |
| 1. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific programs models.
 |
| 1. Knows how to create an effective bilingual and multicultural learning environment (bridging the home and school cultural environments).
 |
| 1. Knows how to create a learning environment that addresses bilingual students’ affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).
 |

**SCIENCE OF TEACHING READING (SOTR)**

**Domain 1: Reading Pedagogy**

| **Competency** | **Sub-competencies** |
| --- | --- |
| **001: Foundations of the SOTR: Understand foundational concepts, principles, and best practices related to the science of teaching reading** | **J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.****P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).** |

Domain 2: Reading Development Foundations

| Competency  | Sub-competencies  |
| --- | --- |
| 003: Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.  | H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings.  |

GRADING SCALE FOR THIS COURSE

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**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!

**TENTATIVE COURSE SCHEDULE**

 **(I reserve the right to modify the course schedule as deemed necessary, and students will be notified.)**

**N+B= Nieto & Bode book**

**RBED= Rethinking Bilingual Education book**

**All other readings found on course guide unless noted**

| Date | Module | Readings (to be read before class) | What’s Due? |
| --- | --- | --- | --- |
| 8/29 | Intro. Module: Community Building, what is the sociopolitical context of multicultural Education?  | [“The Urgent Need for Anti-Racist Education”](https://www.edweek.org/leadership/opinion-the-urgent-need-for-anti-racist-education/2019/08)[Strauss (2015)](https://drive.google.com/file/d/1LEu7skQfXgMrZrRN-AM7ukVq0snJ_Tql/view?usp=sharing)[Ladson-Billings (2002)](https://drive.google.com/file/d/12vnY69Z12mJ9mG6MRejaTgK5aT9jJ5ot/view?usp=sharing) | Get the Rethinking Bilingual Education book |
| 9/5 | Module 1: Sociopolitical Context of Education | **N + B:** Ch. 1 up to p. 23)RBED: “Kill the Indian, Kill the deaf” (48-56) | Start preparing educational autobiography |
| 9/12 | Module 1: Sociopolitical Context of Education  | N+B Chapter 2(pp. 30-45)RBED: “Qué es deportar” (31-38) | Educational Autobiography (due on 9/16) |
| 9/19 | Module 2: Race and Racism  | N+B Chapter 3RBED: “Not Too Young” (73-80)[White People Assume Niceness](https://courageousconversation.com/white-people-assume-niceness-is-the-answer-to-racial-inequality-its-not/) | Discussion Forum #1 Due on 9/23 |
| 9/26 | Module 2: Race and Racism in Schools  | Watch: [“The subtle phrases we need to stop saying”](https://www.youtube.com/watch?v=8RfwnibEd3A&feature=youtu.be)RBED: “What happened to Spanish” (289-294) |  |
| 10/3 | Module 3: School Policies and Practices  | N+B Chapter 4 (up to p. 105) Watch: [Precious Knowledge](https://www.kanopy.com/en/product/155997) RBED: “Cuentos del Corazón” (209-219)RBED: “When are you coming to visit?” (229-234) | Start looking for your “artifact” for a critical analysis assignment! |
| 10/10 | Module 3: School Policies and Practices (10/10) | N+B Chapter 4 (106-120) RBED: “Welcoming Kalenna” (93-96) | Discussion Forum #2 Due 10/14 |
| 10/17 | Module 4: Culture, Identity, and Learning (10/17) | N + B Chapter 5 (135-152) “How white privilege derails dual language programs” | Should you have your “artifact” for the critical analysis assignment; start finding critical multicultural books for your Final project |
| 10/24 | Module 4: Culture, Identity, and Learning (10/24) | RBED: “Aren’t you on the parent listserv?” (235-242)RBED: “Carrying our sacred language” (57-63)“Strawberries in Watsonville” (220-228) |  |
| 10/31 | Module 5: Home languages in Classroom (10/31) | RBED: “Colonizing wild tongues” (5-7); “Why are we speaking so much English” (170-176) | Critical Analysis Assignemnt: Due Nov. 4 |
| 11/07 | Module 5: Home Languages in Classroom (11/7) | RBED: “The intersection of language needs and disability” (177-185)Beyond Bilingual (186-192)“Unmasking the linguistic policing of Black and Brown children in today’s schools” | **Bring reading RECAP****Form a group to work on your final project**  |
| 11/14 | Module 6: Teacher-Student Relationships and out-of-school factors (11/14) | Parts 1, 2, 3 of Podcast: “The Battle of 187”Watch: [“Fear and Learning at Hoover Elementary”](https://www.kanopy.com/en/product/312538)  | **Discussion Forum #3 due on 11/18 (from Module 5 and/or documentary)****Form a group to work on your final project** |
| 11/21 | Module 6: Teacher-student Relationships and out-of-school factors (11/21) | N+B Chapter 7 (pp. 215-222)RBED:“Putting out the linguistic welcome mat” (113-118); Ebonics and Culturally Responsive Instruction” (119-126)Caring Relationshps, Teacher expectations and out-of-school factors (OSFs\_[Transforming School Culture with Restorative Practices](https://www.buildinganewreality.com/safer-saner-schools/) | Work on final presentation and paper |
| 11/28 | (11/28)Final Projects | Final Project Presentations  | Final Project Due on Canvas by 11:59pm. on November 28 |
| 12/10 | 12/10 | Final Papers | Final Paper due 12/10 |

**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.

**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.

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

**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 evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.



***\*\*\*Syllabus is subject to change***