

EDBE 2050 (001) - Summer 1 2022	
Understanding and Teaching Multilingual Students	
Instructor: Juan de la Cruz, M.Ed Address as Profe Juan	Pronouns: he/him/él
Meeting place/time: Matthews Hall 109 Mon.-Thurs. 8-9:50 a.m.	Student hours: send email for zoom meeting
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COVID-19 STATEMENT: I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amidst an unprecedented global pandemic and call for racial justice as we grapple with our country's long history of racism. I will prioritize your humanity, physical and mental health, and well-being in addition to your intellectual growth while also trying to provide a worthy learning environment. Collectively, I hope we are able to build a community that maintains social connections and academic engagement; yet recognize that personal accommodations may be necessary to foster that environment. Our time together may be emotional, challenging, while at the same time hopefully a space of critical hope where we can collaboratively imagine how theory and action in bi/multilingual education can be transformational during these times. I admire each and every one of you for enrolling in this class. It takes a lot of courage, effort, and intellectual drive to take courses right now. If you find yourself in a difficult situation please communicate with me so that we can brainstorm what works best (Adapted from Geneva L. Sarcedo).

UNT's Course Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also

requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer and Zoom to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

KEY SERVICES AT UNT

[Health Alerts](#)

[Student Health and Wellness Center](#)

[COVID-19 Student success award](#)

[UNT Dean of Students](#)

[Return to Learn](#)

[Division of Inclusion, Diversity, Equity and Access](#)

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

[Scholarships in COE](#)

Additionally, UNT offers other support services such as:

COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office>

Office of the Registrar: <http://registrar.unt.edu/registration>

Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

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

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION: PREPARING TOMORROW'S EDUCATORS AND SCHOLARS

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

COURSE PREREQUISITES

Admission to the Teacher Education Program

CATALOG DESCRIPTION

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

COURSE GOALS

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

REQUIRED TEXTBOOK AND/OR MATERIALS

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

Found in UNT Bookstore, Amazon, or directly from Scholastic

All materials can be found on the [Course Guide: EDBE 2050](#)
Materials not found on Course Guide can be found on Canvas

CENTERING PRACTICES FOR THE COURSE

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

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

STUDENT EVALUATION (see descriptions below)

ASSIGNMENTS	Points
Attendance/Active participation	20
Digital Introduction (due 06/08 by 11:59 p.m.)	5
Autobiography of language and literacy experiences (due 06/15 by 11:59 p.m.)	15
(5) Reflective Digital Journals (due every Sunday by 11:59 p.m.)	25
Preview & oral presentation of final project in class (due 06/30)	5
Final Project - Understanding and teaching multilingual students: Radically imagining my future classroom (due 07/08)	30

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=below 60%

LATE WORK POLICY

Students are expected to turn in assignments at the designated time, but I understand that situations may arise where this may not be possible. It is your responsibility to communicate with me when such a situation occurs so that I am aware of this, along with a specific/hard date when you will turn in the assignment (within 2 days 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 2 day grace period, you will not be able to get full credit. The key here is to do your best to keep up with the material and if you do by chance get behind please COMMUNICATE! I take this content and our community seriously and hope you will do the same!

ATTENDANCE/ACTIVE PARTICIPATION EXPECTATIONS (20 points)

The class will take a seminar form in which all are expected to contribute, and participate. For the class to be most effective, we need to have everyone present, and everyone must come prepared to contribute by carefully exploring the assignments and presenting any insightful comments during class. In order to participate, you must be present. **More than 2 absences will impact your grade**; however, situations occur that sometimes prohibit physical or mental attendance. If such situations or emergencies occur, please contact the instructor so that we can collaboratively brainstorm a solution that supports your academic progress.

COURSE ASSIGNMENTS (Rubrics will be provided)

Autobiography of language and literacy practices (due Wed. 06/15) (15 points)

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

- What language(s) do you speak? What languages were part of your K-12 education (for academics and in social spaces)? Which language(s) were prioritized by teachers, staff, and other school personnel in your schools? What language(s) were prioritized by your families and communities? How did those practices align or contrast with language(s) prioritized in schools or academic spaces? How did you (and everyone else) know? Provide specific examples, reflections, and connections to specific concepts and themes from our course.
- What role did White Mainstream English (**WME**) play in your schooling practices? Were you exposed to course materials and/or course contexts that included and/or asked you to reflect on minoritized language practices (not WME)? What did you notice about students who did not speak WME? Provide specific examples, reflections, and connections to specific concepts and themes from our course.
- NOTE: Please respond to these questions through a narrative (not just responding to the questions in order) that demonstrates thoughtful and critical reflection about your previous language and literacy experiences. Even though it is possible that you consider yourself a monolingual English speaker with straightforward language and literacy practices, this assignment asks you to critically examine schooling practices and contexts that may have offered you more or less academic and linguistic privilege than other students.
- 3-5 pages double spaced (not including cover page and/or references, see examples on Canvas)

[RUBRIC](#)

Reflective Digital Journals (5 points each/25 points total) (Due every Sunday by 11:59 p.m.)

Throughout the trajectory of the semester, students will document their reactions, connections, and critical questions around the materials from the course. During the semester you will complete 5 entries about class materials. Prompts will be based on the week's classes, readings and other materials and may integrate one or a combination of the following:

- A powerful concept/idea from the reading(s)
- A video/documentary we saw in class
- An activity we did in class
- A children's book that we read in class
- A guest who came to class to talk with us

Two written entries must:

- be at least 500 words
- be about the prompt(s) assigned and connect to the materials of the week
- reflect critically on your personal experiences (or lack thereof) in conjunction with the prompt

Two recorded entries must:

- be a minimum of 3 minutes recorded on any video platform and submitted via Canvas
- be about the prompt(s) assigned and connect to the materials of the week
- reflect critically on your personal experiences (or lack thereof) in conjunction with the prompt

Your last entry can be either a written or recorded response.

The choice is yours for each week to complete either the written or recorded entry, but 2 MUST be written and 2 recorded, with the last entry either a written or recorded response.

[RUBRIC](#)

PROJECT: Understanding and Teaching Multilingual Students: Radically imagining my future classroom (due 07/08) (30 points)

Based on theoretical perspectives from the course and the co-construction of knowledge throughout the semester, students will create a product (guidebook/'zine/video/infographic/website/Tumblr/Canva/children's book, or other creative outlet) that focuses on newfound understandings, discoveries, and critical reflections around the teaching of bi/multilingual students for the elementary classroom. This product should be something that demonstrates students' grasp of historical perspectives in the education of multilingual students, their emerging understanding of the realities and identities of these students, and ways they imagine engaging with them in their future classrooms.

We imagine this product as something that demonstrates students' growth and development alongside their radical imagination of what their future classroom with bi/multilingual students could look like, sound like, and feel like based on these newfound understandings, discoveries, and critical reflections that have emerged during the course. It is our hope that this product accompanies students' journey through the teacher education program and is a product that could be looked back upon and also be revised and reimagined as students gain more perspectives in future semesters.

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

In addition to the product you must include a 1-page summary that describes: concepts/ideas from the course materials, integration of centering practices #1, #2, and #3, and integration of core commitments.

This assignment addresses centering practice #3: *Radical imagination: We will radically imagine transformative processes and practices in our understanding and teaching of multilingual students for our future classrooms.*

RUBRIC

TENTATIVE SCHEDULE (This course syllabus/ schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance student learning experiences.)

****All materials found in [Course Guide: EDBE 2050](#) or Canvas****

Class	Materials (readings, videos, etc.) to be read before class unless otherwise designated	Key topics/overarching questions	What do I need to do?
1 06/06	"3 ways to speak English" (Lyiscott, 2014)	Introduction to the course/syllabus, centering practices, core commitments;	
2 06/07	"A Brief look at the History of Bilingual Education in the United States" (Rethinking Schools, 2017) "Forgetting my first language" (Liao, 2021)	Brief history of bilingual education; Intersection of language, identity, and race	
3 06/08	"Positioning teachers, positioning learners: Why we should stop using the term English Learners" (Colombo et al., 2018); "A critical perspective on the educational labeling of multilingual students in the US" (García-Mateus, Wong, & Chaparro, 2021)	Who are and how we talk about multilingual students; language ideologies; raciolinguistics	Digital Introduction by 11:59 p.m.
4 06/09	"Centering black students in language education" (Shepard, 2021) "Not mere abstractions: Language policies and language ideologies in U.S. settler colonialism" (Iyengar, 2014) <u>Read pps. 33-40 ONLY</u> "How the loss of Native American	Historical Perspectives; Settler colonialism; language ideologies; white listening subject	RDJ #1 due by Sunday 11:59 p.m. Autobiography of language and literacy practices due 06/15 by 11:59 p.m.

	languages affects our understanding of the natural world"		
5 06/13	"Chronology of events, court decisions, and legislation affecting language minority children in American public education" (Santa Ana, 2004) <u>STOP AT 1968</u> in the chronology. [found in the FILE section of Canvas].	Historical Perspectives; Policies and practices that have impacted language minority students at the national level	Autobiography of language and literacy practices due 06/15 by 11:59 p.m.
6 06/14	"Critically assessing the 1968 Bilingual Education Act at 50 years: Taming tongues and Latinx Communities" (García & Sung, 2018) ONLY read the Introduction & entire section of Power to the people: <i>La educación bilingüe y civil rights</i>	Key legislation; Bilingual Education Act of 1968; interest convergence	Finish watching 2nd half of "Lemon Grove Incident" documentary Autobiography of language and literacy practices due 06/15 by 11:59 p.m.
7 06/15	"Creating a more bilingual Texas" (Sikes & Villanueva, 2021) <u><i>fin class</i></u> SKIM OVER "Chapter 89: State plan for educating English Learners" (TEA) "What are the different types of dual language programs?" (Flores, 2018)	Texas policy and emergent bilinguals; types of programs for emergent bilinguals; dual language bilingual education (DLBE)	Autobiography of language and literacy practices due by 11:59 p.m.
8 06/16	<u>DON'T READ/LISTEN TO ANY MATERIALS LISTED FOR TODAY</u> <u><i>(we'll imbed them in class/future lessons)</i></u> "The truth about bilingualism: It's only for some students" (Mitchell, 2019) "How to dismantle elite bilingualism" (Flores, 2019)	Current Perspectives: Gentrification of bilingual education;	RDJ #2 due by Sunday 11:59 p.m.
9 06/20	"Nice white parents; episode 1" (podcast, 2020) "Bilingualism, biliteracy,	Bilingualism for all?; Seal of Biliteracy; critical consciousness in DLBE	

	biculturalism, and critical consciousness for all (Palmer et al., 2019)		
10 06/21	<p>"I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture (Ladson-Billings, 2021);</p> <p>"Why we need a hard re-set in education with Gloria Ladson-Billings" (podcast, 2021) (specifically minutes 7:00-14:10)</p>	Culturally relevant/sustaining pedagogy;	
11 06/22	<p>"Fixating on pandemic 'learning loss' undermines the need to transform education (de Royston & Vossoughi, 2021)"</p> <p>Schools shouldn't obsess over pandemic learning loss</p>	Pandemic pedagogy for multilingual students; unpacking "learning loss" discourse	
12 06/23	"Dismantling anti-Black racism in English language arts classrooms: Toward an anti-racist Black language pedagogy" (Baker-Bell, 2020)	Black language, White mainstream English, anti-racist Black language pedagogies;	RDJ #3 due by Sunday 11:59 p.m.
13 06/27	"From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice" (Flores, 2020)	Raciolinguistic ideologies; white listening/reading subject	
14 06/28	<p>"What is translanguaging?" (video)</p> <p>"Understanding translanguaging in US literacy classrooms" (Seltzer & de los Ríos, 2021)</p>	Translanguaging: stance, lens, and pedagogy;	
15 06/29	"'Make sure you see this': Counternarratives of multilingual Black girls' language and literacy practices" (Presiado & Frieson, 2021)	Black girl literacies	
16 06/30	"Rooted in strength" (Introduction, pp. 8-16)	Historically Responsive Literacy (HRL) Framework; More	Preview & oral presentation of final project

		translanguaging.	Connect reading and activities to final projects RDJ #4 due 07/04 by 11:59 p.m.
17 07/05	"Rooted in strength" (Chapter 1, pp. 18-29)	Literacy principles for emergent bilinguals; language portraits	Connect reading and activities to final projects
18 07/06	"Rooted in strength" (Chapter 2, pp. 30-40)	Getting to know emergent bilinguals; Language ecology	Connect reading and activities to final projects
19 07/07	"Rooted in strength" (Chapter 3, pp. 42-53)	Reading process for emergent bilinguals	Connect reading and activities to final projects
20 07/08	"Rooted in strength" (cont. Chapter 3, pp. 54-69) Radically imagining my future classroom	Exploring environmental print Student presentations	RDJ #5 due 07/08 by 11:59 p.m. Final projects due IN CLASS

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 the course.

Department Syllabus Statements

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic 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.

Educator Standards Addressed in this Course

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

TEXAS TEACHING STANDARDS:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

- (1) Standard 1--Instructional Planning and Delivery.
 - a. Standard 1Ai,ii,iv

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

English as Second Language Standards

Domain I. Language Concepts & Language Acquisition

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

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

Domain II. ESL Instruction and Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Pedagogy and Professional Responsibilities (PPR)

Competency 001 (Understands human development processes/application of knowledge)

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

Competency 002 (Understands issues of diversity/plan learning experiences accordingly)

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

Competency 003 (Understands procedures for designing coherent instruction)

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