**DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

**SPRING 2019 SYLLABUS**

**I. COURSE INFORMATION:** EDBE 3480-004

Bilingualism and Multiculturalism for English Language Learners: Issues and Perspectives

CLASS MEETINGS: **Tu/Th 2:00 - 3:20 pm**

**Matthews Hall, 114**

**II. INSTRUCTOR: Tetyana A. Kucher**

E-MAIL: **Tetyana.Kucher@unt.edu**

OFFICE: Matthews Hall, 206-L

OFFICE HOURS:Tu/Th: 3:30 - 5:00 pm

**III. REQUIRED TEXTS:**

|  |  |  |  |
| --- | --- | --- | --- |
| Nieto, S. & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education (7th Edition).* Hoboken, New Jersey: Pearson Education Inc. |  | **Image result for â¢ Barbian, E., Gonzales, G. C., & Mejia, P. (2017). Rethinking Bilingual Education:** | Barbian, E., Gonzales, G. C., & Mejia, P. (2017). *Rethinking Bilingual Education: Welcoming Home Languages in our Classrooms.* Milwuakee, Wisconsin: Rethinking Schools. |

COURSE LIBRARY GUIDE: This link will have all the supplemental readings

(except for the textbooks) as well as links to the videos you are required to watch.

[**http://guides.library.unt.edu/c.php?g=816648&p=5828693**](http://guides.library.unt.edu/c.php?g=816648&p=5828693)

**IV. COURSE DESCRIPTION & RATIONALE:**

*“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 take up activist positions in their roles as educators.

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).

**V. EVALUATION CRITERIA**

The following is the course’s grading scale:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

**VI. REQUIRED ASSIGNMENTS**

|  |  |
| --- | --- |
| **Assignments and Due Dates** | **Points** |
| Group Discussion Potluck (discussion leader role) | 7% |
| Attendance/Participation | 10% |
| Online Reflections/ Case Study Reports | 10% |
| 3 Discussion Board Theater Activities | 18% (6% ea.) |
| 4 Mini-Assignments | 30% (7.5% ea.) |
| Analysis of a Current Issue in Multicultural Education | 10% |
| **Final Project** - Critical Multicultural Intervention | 15% |
| **Total** | **100%** |

**Attendance**

It is expected that you attend the totality of the class sessions in the semester.

**It is also expected that you make meaningful intellectual contributions to the class by participating in the activities and discussions in order to receive your participation points.**

Attendance is a component of your grade. The table below shows how your absences may affect your final grade:

|  |  |
| --- | --- |
| **# of absences** | **Points at the end of the semester** |
| 0-2 | 10 |
| 3 | 7 |
| 4 | 4 |
| 5 | 1 |
| 6 or more | 0 |

**Students with 6 or more absences may be withdrawn from the class and/or referred to the ARR committee!**

Absences due to religious observations, military duty, and participation in UNT-sponsored activities will be excused. Other circumstances such as illnesses, accidents, inclement weather, death in the family, or epidemics will be dealt with on a case by case basis.

Tardiness: Showing up for class more than 5 minutes late or leaving 5 minutes before class ends is considered a “**tardy**”. **For every 3 tardies, you will have one unexcused absence**. If you have **a** **valid reason** why you need to arrive late or leave early, make arrangements with the instructor in advance so that your attendance grade is not affected.

**Late assignments:** assignments turned in after the due date will be reduced by 20 percent for each day that the assignment is late (i.e. one day late = 20% reduction; three days late = 60% reduction). No assignments will be accepted if submitted after three days of the due date.

Extra-credit opportunities, if any, will be announced during the semester.

**VII. PROFESSIONALISM IN THE CLASSROOM**

**Professional participation** requires respect, courage, responsibility, and energy by candidates to help create a class community. Throughout the course you will be expected to think deeply, creatively, and self-critically, support your conclusions with varied forms of evidence, support our classroom community, and develop and present positive alternatives with the appropriate parties when you are dissatisfied with an existing situation. Your knowledge of course assignments, themes, and activities should be evident through your prepared participation.

**Professional communication** requires timely, clear, and respectful **communication**. You are expected to communicate any issues (e.g., missed class, personal problems) as soon as possible. Teacher candidates are expected to respond to electronic communications (e.g., Canvas, e-mail) from the instructor within 1-2 business days and schedule face-to-face meetings if requested by the instructor.

**Working Assumptions**

The current sociopolitical context reveals the crucial work we have as (future) teachers, advocates, and community partners. With so much at stake and when oftentimes the political becomes personal, our emotions and vulnerabilities may lead to difficult conversations which at times might result offensive or uncomfortable for some. Keeping this in mind I encourage you to engage in candid, honest, respectful, and thoughtful dialogue, but with the understanding that alternative sides of an issue will be considered.

*Important*: In this class, we will come across some sensitive topics that might educe opposing viewpoints. **While class discussion and debate are encouraged, I expect every student to maintain a high level of professionalism while expressing your opinions**.

*If you feel uncomfortable at any time during a class discussion, group work, or an online forum, please feel free to personally contact me directly after class, during office hours, or via e-mail.*

**VIII. COURSE SCHEDULE**

This schedule is subject to minor modifications as the course develops.

Chapters and videos must be read and viewed before class to fully participate in discussions and activities. Supplemental readings and videos for selected classes will be announced in class and on Canvas.

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| --- | --- | --- |
| **Week/****Dates** | **In Class Time****(Chapter readings to be completed** **by Tuesday of each week)** | **Tasks** |
| **Week 1**Jan. 15 & 17 | * Introduction and getting to know each other
* Personal cultural experience map
* Discuss the importance of bilingualism, biliteracy and multiculturalism
 | By Thursday: “How Comfortable Am I?” |
| **Week 2**Jan. 22 & 24 | Affirming Diversity **Chapter 1:** Understanding the Sociopolitical Context of Schooling |  |
| **Week 3**Jan. 29 & 31 | Affirming Diversity **Chapter 2:**Defining Multicultural Education for School Reform by Sonia Nieto | Prepare for your role in **Online Discussion Board Theater 1**Post by Monday, Feb. 4 |
| **Week 4**Feb. 5 & 7 | Affirming Diversity **Chapter 3:** Racism, Discrimination, and Expectations of Students’ Achievements | Submit **Educational Autobiography**by Sunday, Feb. 10 |
| **Week 5**Feb. 12 & 14 | Affirming Diversity **Chapter 4:** Structural and Organizational Issues in Classrooms and SchoolsTuesday: Bring your Educational Autobiography to class. | Prepare for your role in **Online Discussion Board Theater 2**Post by Monday, Feb. 18 |
| **Week 6**Feb. 19&21 | Affirming Diversity **Chapter 5:** Culture, Identity, and Learning | Post **Hate Crime Reflections** by Sunday, Feb. 24 |
| **Week 7**Feb. 26 & 28 | Affirming Diversity **Chapter 7:** Understanding Student Learning and Student Achievement | Prepare for your role in **Online Discussion Board Theater 3**Post by Monday, Mar. 4 |
| **Week 8**Mar. 5 & 7 | Tuesday: Group work on **Content-Based Cultural Activity**Thursday: **Post and Present your activity** | Supplemental reading (will be announced) |
| **Week 9**Mar. 12 & 14 | **Spring Break – no classes** |

|  |  |  |
| --- | --- | --- |
| **Week 10**Mar. 19 & 21 | *Rethinking Bilingual Education:* **Introduction****Chapter 1:** Language Stories  | Read by Tuesday:* *Introduction*
* *Colonizing Wild Tongues*
* *The Death of my Mexican Name*
* *Chicago Stole my Mother’s Yesterday*
 |
| **Week 11**Mar. 26 & 28 | *Rethinking Bilingual Education:* **Chapter 2:** Our Bilingual Classroom Locate and bring to class a children’s book related to the Latino/Hispanic, American Indian, Asian American, Arab American, or African American culture. Select a book in the grade/age range in which you would like to teach. | **Group Discussion Potluck (GDP):**Tuesday: * *“¿Qué es deportar?”*
* *“Kill the Indian, Kill the Deaf”*

Thursday:* *Carrying our Sacred Language*
* *Not Too Young*
 |
| **Week 12**Apr. 2 & 4 | *Rethinking Bilingual Education:* **Chapter 3:** Welcoming Home Languages  | **Group Discussion Potluck (GDP):**Tuesday: * *Welcoming Kaleena*
* *Putting out the Linguistic Welcome Mat*

Thursday:* *Ebonics and Culturally Responsive Instruction*
* *Ganas Means Desire*

Submit **Children’s Book Analysis** by Sunday, Apr. 7 |
| **Week 13**Apr. 9 & 11 | *Rethinking Bilingual Education:* **Chapter 4:** Equity at the Center  | **Group Discussion Potluck (GDP):**Tuesday: * *Why are We Speaking So Much English?*
* *The Intersection of Language Needs and Disability*

Thursday:* *Beyond Bilingual*
* *El Corazon de la Escuela/The Heart of the School*
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| **Week 14**Apr. 16 & 18 | *Rethinking Bilingual Education:* **Chapter 5:** Families and Communities | **Group Discussion Potluck (GDP):**Tuesday: * *Cuentos del Corazon/Stories from the Heart*
* *Strawberries in Watsonville*

Thursday:* *“When are You Coming to Visit?”*
* *Our Language Lived by What We Do*

Submit **Analysis of a Current Issue in Multicultural Education** by Sunday, Apr. 21 |
| **Week 15**Apr. 23 & 25 | *Rethinking Bilingual Education:* **Chapter 6:** Policy and Advocacy  | **Group Discussion Potluck (GDP):**Tuesday: * *Reflecting on my Mother’s Spanish*
* *What Happened to Spanish?*

Thursday:* *“Advocating for Arabic, Facing Resistance*
* *Language Wars*
 |
| **Week 16**Apr. 30 &May 2 | Tuesday: Group work on **FINAL PROJECT**Thursday: **FINAL PROJECT PRESENTATION** | Work on Final Project |

**IX. ASSIGNMENTS**

1. **Discussion Board Theater (3x6%=18%)**

To participate in Discussion Board Theater, you must “act” out an assigned role from a specific perspective and comment on your classmates’ posts from that role in response to a debatable, compelling question provided by the instructor. The discussions will take place online on Canvas. Posts should be free of grammar and spelling errors, utilize APA in-text and end-of-post references, and most importantly, **make informed arguments that show a deep understanding of the chapters, supplemental readings, and videos.**

Each student will be assigned a specific role – supporter, detractor, auditor, or a quizzer/synthesizer. The description of each role can be found on Canvas. There will be a total of three discussion board theater activities, and the student roles will rotate three times. The roles distribution will be provided by your instructor.

All posts should be respectful to class participants and posts can be penalized for violating our community norms. The primary purpose of your original post is not to explain your view, but instead **use the texts to make an informed argument**.

Discussion board theater is a summary activity that serves to check your understanding of the core concepts and ideas presented in the *Affirming Diversity* textbook, supplementing readings, and video materials.

Connections across texts or readings are valued along with applications beyond the text into our contemporary world. However, the bulk of your post and grade will **depend on making arguments from the text**. Quoting specific passages are encouraged, but long quotes may not count towards your word count. You will

also post at least one comment on a classmates’ post.

1. **Group Discussion Potluck (7%)**

In the second part of the semester, you will be assigned as a discussion leader for two readings from the *Rethinking Bilingual Education* textbook. You will work in groups of two or three and lead a 25-30-minute discussion over assigned texts. Most time must be dedicated to whole class discussion. Prior to the class for which you are assigned as a discussion leader, you will need to complete a planning template and send it to me **at least two days** **before the class** to receive feedback. You are strongly encouraged to come to my office for a more detailed feedback and if you have any questions or concerns.

We will talk about this assignment in more detail in class after spring break. Assignment preview, template, and rubric can be found on Canvas.

**Group Discussion Potluck Schedule**

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| --- | --- | --- | --- |
| **Chapter** | **Date** | **Readings** | **Discussion Leaders** |
| **Chapter 2:** Our Bilingual Classroom | Mar. 26 | * “¿Qué es deportar?”
* “Kill the Indian, Kill the Deaf”
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| Mar. 28 | * Carrying our Sacred Language
* Not Too Young
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| **Chapter 3:** Welcoming Home Languages  | Apr. 2 | * Welcoming Kaleena
* Putting out the Linguistic Welcome Mat
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| Apr. 4 | * Ebonics and Culturally Responsive Instruction
* Ganas Means Desire
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| **Chapter 4:** Equity at the Center  | Apr 9 | * Why are We Speaking So Much English?
* The Intersection of Language Needs and Disability
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| Apr. 11 | * Beyond Bilingual
* El Corazon de la Escuela/The Heart of the School
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| **Chapter 5:** Families and Communities | Apr. 16 | * Cuentos del Corazon/Stories from the Heart
* Strawberries in Watsonville
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| Apr. 18 | * “When are You Coming to Visit?”
* Our Language Lived by What We Do
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| **Chapter 6:** Policy and Advocacy  | Apr. 23 | * Reflecting on my Mother’s Spanish
* What Happened to Spanish?
 |  |
|  |
| Apr. 25 | * Advocating for Arabic, Facing Resistance
* Language Wars
 |  |
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1. **Mini-assignments (4x7.5%=30%)**
2. **Educational Autobiography (7.5%)**

Your 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 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 ideas about issues in education, students from diverse socioeconomic and cultural 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. double-spaced) and no more than 6. The focus is on the quality of the writing, deep self-reflection, and not mechanical precision.

You will submit your paper on Canvas and participate in a group discussion the following class meeting, so feel free to bring a hard copy of your paper or notes to share the parts of your autobiography that you are willing to share in class.

1. **Hate Crimes (7.5%)**

Using local news reporting websites or Google search, you will need to find an article or a video highlighting a language-, nationality-, ethnicity-, or religion-based hate crime that occurred in the Dallas–Fort Worth metroplex within the last year. In a corresponding forum discussion on Canvas, you will provide a link to the news and briefly, in your own words, describe the hate crime covered in your link.

You will write a reflection with your **analysis of societal factors**, misconceptions, and stereotypes that have **contributed to the commitment of this crime**. In your reflection, address **necessary global changes** and transformations that our society needs to undergo to eliminate the occurrence of future hate crimes of this kind. You may also include your reaction to what you read on a personal level. Your submission should have at least **300 words**. You will also **comment on two of your classmates’ news reports** with less than two comments.

Remember to check your classmates’ responses before posting yours to make sure you don’t report on the same news**!**

1. **Culturally-Relevant Content-Based Activity (7.5%)**

Working in groups of three or four, you will be assigned an ethnic group. In this mini-assignment you will create a content-based activity that incorporates the culture of your ethnic group into a content area concept taught in school.

You may **choose your own subject area and the topic** that your activity will relate to. You will also need to include the grade level of students and make sure that the activity is aligned with Texas Essential Knowledge and Skills (TEKS). The following link provides information on TEKS, which are the state standards for what students should know and be able to do: <https://tea.texas.gov/curriculum/teks/>

You will develop a detailed prompt of your activity and present it in class as a 5-7-minute group presentation using handouts, Power Point, roleplaying, or other means. Your activity should effectively and creatively connect the culture of the home with content area concepts taught in school.

Sample topics:

1. **(Japan)**:  using a variety of colors, forms, and lines, students will design a Kimono.

Activity aligned with TEKS for Kindergarten***§117.102*** *- Art, Kindergarten;* ***(b)*** *- Knowledge and skills;* ***(2) -*** *Creative expression;* ***(A)*** *- create artworks using a variety of lines, shapes, colors, textures, and forms.*

1. **(China)**:  recognizing symmetry by identifying significant Chinese symbols.

Activity aligned with TEKS 4 for Grade 4***§111.6*** *- Mathematics, Grade 4;* ***(b)*** *- Knowledge and skills;* ***(6) -*** *Geometry and measurement;* ***(B)*** *- identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.*

Submit your activity description, names of group participants, and all presentation materials on Canvas. Each student must submit the materials to receive a grade. Please bring handouts for your classmates. After each group presentation the class will discuss the effectiveness of the activity.

1. **Children’s Book Analysis (7.5%)**

Locate and bring to class a children’s book related to the Latino/Hispanic, American Indian, African American, Asian American, or Arab American culture. Using the guide provided by the instructor, assess if the book is culturally relevant and appropriate for your future classroom. Please select a book in the grade/age range in which you would like to teach.

1. **Analysis of a Current Issue in Multicultural Education (10%)**

We live in a time that inundates us with information that succinctly connects to issues from this course - race, immigration, border issues, microaggressions, indigenous rights, bi/multilingualism, 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, and write a critical analysis that examines the following elements:

1. Provide context- What’s the issue? How does it connect to the course? 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?

Your paper should be at least 4 pages (not including the title), numerated, double-spaced, 12pt. font Times New Roman.

1. **Final Project – Critical Multicultural Intervention (Foliotek) (15%)**

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

***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 pairs 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.

***Project Elements*** (not necessarily in this order; **No Power Points**!):

1. Decide upon a specific context; grade level, ESL, Bilingual Education, etc.
2. In your introduction, 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 this concept that captured your attention, not just the term.
3. Include a 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 Power Point), 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.
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. Each group member will turn in a 2-page reflection to Canvas (see the rubric).

**X. POLICY STATEMENTS**

***The Educator as Agent of Engaged Learning***

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

*Ethical Behavior and Code of Ethics:* The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

*Submitting Work:* All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

*Grading and Grade Reporting:* Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

*Writing Policy:* Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment.  The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

**Teacher Education & Administration**

***Departmental Policy Statements***

*UNT Career Connect:*All undergraduate students are expected to participate in “UNT Career Connect.”  Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio.  Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees.  The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument.  Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default> .

*Disabilities Accommodation:* “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”  Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

*Observation of Religious Holidays:*If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

*Academic Integrity:* Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

*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://deanofstudents.unt.edu/conduct>.

*Attendance:* See the instructor’s attendance policy*.*

*Eagle Connect*: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

*Cell Phones and Laptops:* Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.  Similarly, laptops should be turned off, unless they are being used to take class notes and/or participate in class activities.

*SPOT:* The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

*Collection of Student Work*: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

*Foliotek e-Portfolio*.  Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site:  <https://www.coe.unt.edu/office-educator-preparation/foliotek>.

*Comprehensive Arts Program Policy.*The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

*Technology Integration Policy.*The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

*TExES Test Preparation*.  To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams.  Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT.  Students should also plan accordingly, as they are required to stay for the entire testing period.  Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester.  For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texes.ets.org](http://www.texes.ets.org).

*“Ready to Test” Criteria for Teacher Certification Candidates*.  Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

*Six Student Success Messages.*The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT:  (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website:  <https://success.unt.edu>.  The site contains multiple student resource links and short videos with student messages.

References

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**NOTE: THIS COURSE SYLLABUS/SCHEDULE IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.**