EDBE 2050, Teaching Multilingual Students
University of North Texas
Spring 2026

Course Information

Professor Michael J. Leonas-Cabrera, Teaching Fellow	**Student Hours:** Virtual through appointment
Pronouns: he/him/él	**Office Location:** 206D
Email: michael.leonas@unt.edu	

Course Goals

By the end of the semester, the successful student will be able to:

1. Discuss the complexities of the *English* and *Spanish* language.
2. Explain *English* and *Spanish* language structures and patterns.
3. Analyze the linguistic features of an emergent bi/multilingual student oral language sample from a holistic, multilingual, multimodal perspective.
4. Understand language as a sociopolitical and historical construct.
5. Learn the varieties of the *English* and *Spanish* language and its ongoing transformation.
6. Identify the linguistic challenges facing emergent bi/multilingual students in the academic context.
7. Identify and reflect upon attitudes towards and modes of inquiry regarding language.
8. Articulate theories of language (e.g., variation, phonology, social conventions, use/usage).
9. Identify instructional strategies to address emergent bi/multilingual students' academic & linguistic development.

Required Reading

- *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* by Wayne E. Wright, which is available as an [ebook](#).
- *Supplemental course readings will be available on Canvas*

Educator Standards this Course Addresses

[ISTE Standards](#)
[TEA Educator Standards](#)
[Bilingual Education Standards](#) (BE Standards)
[English as a Second Language (ESL) Standards](#)
[Pedagogy and Professional Responsibility Standards](#)
[Science of Teaching Reading Standards](#)

ESL STANDARDS: **Bold covered in the course,** and all + remaining will be continued & built upon in EDBE 3050

       a. **Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

       b. **Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

       c. **Standard III.** The ESL teacher understands the process of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

       d. Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

       e. Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

       f. Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

       g. **Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Course Format

I will respond to guidance from the Department, College of Education, and University to determine any changes in the course format.

Required Devices and Learning Platforms

Use of e-mail and *Canvas* are essential elements of this class.

Projects and assignments must be submitted electronically, and posted to the class *Canvas* website. E-mail through *Canvas* will be used to communicate with the instructor and other class members. A *Canvas* site has been established for this course; the site contains a copy of this syllabus, project guidelines, readings that are not in your textbook, and general course information. Announcements, updates, and new documents will be posted throughout the course. Students are expected to check *Canvas* regularly.

Artificial Intelligence (AI) Tool Usage: AI tools (e.g., ChaptGPT) can generate text, images, and other media very quickly. Since the central goal of this course is to help you become independent and critical thinkers, you are discouraged from using AI tools to create text, essays, video, audio, or images that end up in your work (assignments, activities, responses, etc..) Any work submitted using AI tools will be treated as though it was plagiarized.

If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work. (statement from Boston College Center for Teaching Excellence)

HOW TO SUCCEED IN THIS COURSE
Statement on Learning Success
Your success in this class is important to us. We will all need accommodations because we all learn differently. If aspects of this course prevent you from learning or exclude you, please let me know as soon as possible. Together, we'll develop strategies to meet your needs and the course requirements. We also encourage you to contact the student resources available through UNT. Many are listed in this syllabus, but I am happy to connect you with a person or center if you would like.

Do your best to review the materials and resources for this course and participate in the classroom discussion, activities, and projects designed to achieve a deeper understanding of the course content. Office hours allow you to ask for clarification or find support with understanding class material. Please contact me for support. We may also schedule an individual or group Zoom meeting if you need online guidance. Please email me the proposed day and time for a meeting.

Our sessions will involve small and whole-group activities and discussions. Therefore, your attendance, participation, and collaboration are essential to achieve the objectives of this course.

The guidelines below are intended to help us have smooth conversations in class, promote a positive learning environment for us all and have clear expectations of how to earn your attendance points.

- Regular and punctual attendance is required and necessary. Your participation and collaboration in enriched discussions in the class is essential for your success.
- If you arrive 15 minutes or more after the start time of the class, if you leave the class 15 minutes or more before the end of the class, or if you leave the session for more than 15 minutes, you will be considered absent unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis. You are training

to be an inservice teacher one day. Think about it, what would happen to your students if they were left unattended if you were more than 15 minutes late to school?

- <u>Be present, Your participation is required</u>

- Be mindful of background noise and distractions around you, as much as possible.

- All comments and discussions should be respectful of the instructor and fellow students; disagreements are fine, but personal attacks are not.

- Be considerate in not talking over people, and give everyone a chance to speak.

- Please don't just interrupt the instructor or fellow students;

- There are topics in this course that will generate mixed feelings, strong opinions, and ideas regarding our education policies. Please be mindful of the different perspectives in class when having discussions.

ATTENDANCE POLICY

The attendance policy for this course will be guided by the University policy 06.039, which will be followed for attendance problems. If necessary, students may miss class with a valid excuse (see university policy for excused absences) and not face penalties related to their grades. Students must let the instructor know as soon as possible if they will miss class. <u>It is the student's responsibility to obtain all notes and handouts missed during their absence.</u> All assignments are due on dates indicated on the syllabus, regardless of student absences. 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 that it is the student's responsibility to drop this course if necessary.

Excused Absences
An absence may be excused for the following reasons:

- religious holy day, including travel for that purpose;
- active military service, including travel for that purpose;
- participation in an official university function;
- illness or other extenuating circumstances;
- pregnancy and parenting under Title IX; and

- when the University is officially closed.

Unexcused Absences

- Student organization/Sorority/Fraternity events/meetings
- Car Trouble/Parking/Transportation Issues
- Vacations
- Work/Job (other than active military service)
- Studying for Certification Exams/Completing work for other classes
- Other events that do not fall under UNT policy

Students are responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate the excused absence, and delivering the request personally to the faculty member assigned to the course for which the student will be absent. In case of an illness, a student is responsible for submitting the doctor's note with the date/s for an excused absence and date when he/she can return to school.

If you are going to be absent for class, excused or unexcused, you must provide your "substitute teaching plans" for the week you are absent. When you become a teacher, you must provide the student work, rosters, accommodations, reminders, and such for your substitute teacher ahead of time. This will give you a glimpse of what it is like to be a teacher before you begin. I will provide an example in the first class as an exemplar.

Grading Policies
Flexibility is built into the assignments to support your success in this course. We intend to work with you with support if you miss an assignment, but final grades are firm.

SUMMARY OF COURSE ASSIGNMENTS
Students must submit all assignments and assessments through Canvas at or before the due date.

Assignments	Points	Due date
Attendance and Participation Classes (15 points total for attending class, 1 point per class) Weekly Participation Assignments (15 points total for participation in class, 1 point per week)	30	Ongoing
Assignment #1- Student Information Sheet & Teaching Philosophy Presentation	5	Jan 15

Assignment # 2 – Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher Presentation	5	February 5
Midterm Exam	10	**March 5**
Assignment # 3 – Children's Book Read Aloud	10	March 26
Assignment # 4 – Lesson Plan Analysis. Where did AI go wrong?	10	April 9
Assignment # 5 – Practice Teacher Interview for EC-6 Position	10	April 16
Assignment # 6- District Audit Analysis for Bilingual/Dual Language Education	10	April 23
Final Exam	10	**April 30th**
TOTAL	100	

EXTRA CREDIT You may receive extra credit for attendance at conferences/symposiums related to ESL or bilingual education. A certificate will be required (ex. BEAM on Saturday, April 11, as a volunteer or participant)

Assignments

Organization and planning are essential characteristics of professionalism that will help you meet the assignment due dates and will influence the quality of your work. Without approval, late submissions may not receive credit. A student with an emergency situation preventing a timely submission should contact the course instructors immediately. The following assignments will be completed over the course of the semester:

1. Student Information Sheet & Teaching Philosophy

Purpose: ISTE Standards: 2.1 Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to boost student learning.

2. Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher
inspired by Wright (2019)
Purpose: ESL Standard 2.3k: Research findings related to ESL education, including effective instructional & management practices in ESL programs

Interview a current teacher in a bilingual or ESL classroom. The interview can be done in person or virtually. Some questions to ask (more will be on canvas & shared in class)

    a)   What success have you found in strategies working with emergent bilingual students and why?

    b)   What challenges do you face in the classroom, school, and district?

    c)   What advice do you have for future teachers working in bilingual/multilingual classrooms?

    d)   What model does your campus follow for bilingual students? (i.e. Gomez y Gomez, etc)

3. Lesson Plan Analysis: Where Did AI Go Wrong?

Purpose:

<u>7.3K:</u> ways in which community members & resources can positively affect student learning in the ESL program

<u>7.2s:</u> Use effective strategies to bridge gaps that may exist between the home and school environment

<u>7.5s</u> Access community resources to enhance the education of ESL students

You will be given a learning target prompt to input into an Artificial Intelligence application of your choice, giving specific parameters and requirements to produce a lesson plan. Utilizing the class knowledge, concepts, and frameworks, you will detect areas in the lesson plan that will hinder the classroom experience for multi-/bilingual students. You will physically highlight parts of your lesson plan that are questionable or need improvement. You will then write a 1 to 2 page analysis of error detections and your suggestions to these errors.

Your analysis should include:

    a)   Which parts of the lesson plan are incorrect/vague/hinder student learning?

        i)   Why? How is this so?

        ii)   What specifically makes it difficult for multi-/bilingual learners?

        iii)   What would you change on the lesson plan to make it correct/specific/and promote effective student learning?

I will expect 3 documents from you for the submission

        1- The original lesson plan generated by AI

        2- Your 1-2 typed out page analysis

        3- The new lesson plan you created with the new markings, terms, activities, and such.

ADVICE: I highly, highly do not suggest you ask AI to write the new lesson plan to "fix it" to make it more appropriate for multi-/bilingual learners. It may create even more issues/obstacles/challenges in your lesson. This will just hinder your understanding of the course content.

4. District Audit Analysis for Bilingual/Dual Language Education

Individually, you will be assigned at random a school district in Texas. You will research the school district's approach to Bilingual/Dual Language education, curriculum, and instruction. You will utilize a template developed by the instructor to fill out for your audit. You may not audit a school district you currently/previously employed in or were matriculated as a previous student.

5. Practice Teacher Interview for EC-6 Position

All students will review the English as a Second Language Standards and course content to prepare for a mach interview for a EC-6 teaching position of their desired content area. Students will participate in an online Zoom interview with the instructor, answering questions that will possibly appear in a real teaching position interview, in regards to EB/ESL teaching.

Late Work

Late work will only be accepted if there is previous communication between the student and instructor. If you become sick, an excuse, such as a doctor's note, will be required before I accept an assignment. Other circumstances, such as a death in the family, accidents, inclement weather, or emergencies, will be examined on an individual basis. Communicate with your instructor about your specific situation.

Detailed Daily Schedule

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website, Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible).

Week 1	Course Introduction & Overview	1/15/2026

Read During Class:	*Standards:*
● "Forgetting my first language" (Liao, 2021) ● Martínez, R. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students' linguistic repertoires.	**BE 2.5k** how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to

Assignments Due: Complete Student Information Sheet & Digital Collage at the end of class. Activities: Student Information Sheet Google Slide for Digital Collage	bridge the home and school cultural environments. **ESL Standards** **1.1s** use knowledge of the nature of language & basic language concepts to facilitate student learning in the ESL classroom **2.1k** the historical, theoretical, and policy foundations of ESL education; **2.3k** research findings related to ESL education, including effective instructional and management practices in ESL programs **2.4k** how to create an effective multicultural and multilingual learning environment, including knowledge of diversity, characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. **2.5s** demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences

Week 2	Who are English Language Learners?	1/22/2026

Read: ● Course text, Wright (2019). Ch. 1 ● García, O. (2009). Emergent bilinguals and TESOL-What's in a Name? Activities: Language Artifact Show & Tell- students will bring in an object from their own childhood or home that represents their *linguistic identity*. Students will utilize concepts from Week 1 and readings to analyze and share their artifacts.	*Standards:* **BE 2.3k** bilingualism and biculturalism and their impact on the learning environment **ESL Standards** **1.1s** use knowledge of the nature of language & basic language concepts to facilitate student learning in the ESL classroom **2.1k** the historical, theoretical, and policy foundations of ESL education; **2.3k** research findings related to ESL education, including effective instructional and management practices in ESL programs

	2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; 2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences

Week 3	How Linguists Study Language	1/29/2026

Read Before Class: Course text
● Wright (2019). Ch. 2
 	
In class: Links on Canvas
 	
● ESL 154 Test Preparation Manual p. 66
 	
Activities:
You Take The Lead- Students in small groups will lead class lecture on the 5 subsystems of language. They will create:
   a) *Mini lesson plan*
   b) *Actually teach the lessons to their peers*
   c) *Provide an informal assessment*
	BE Standards 3.2k; 3.4k; 3.6k;3.7k; 3.1s;2.3s
	ESL Standards
	1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);
	1.2k functions of language and registers of language (e.g., social versus academic language) in English;
	1.3k the relationships among listening, speaking, reading, and writing;
	1.4 k the structure of the English language and conventions of written and spoken English; and
	1.5k patterns of written & oral discourse
	1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;
	2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.

| Week 4 | Language Learning and Teaching | 2/5/2026 |

	ESL Standards
<u>**Readings**</u>	**3.1k** theories, concepts, and research related to first-language (L1) development
	3.2k theories, concepts, and research related to second-language (L2) development
● Wright (2019). Ch. 3	**3.3k** the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2
● ESL 154 Test preparation manual p. 79-82; 85-87	**3.4k** the role of the linguistic environment and conversational support in second-language acquisition
	3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.
Assignments Due: Interviews with ESL/EB Teachers due at the end of class	**3.1s** apply knowledge of theories, concepts, and research related to language learning to support students' language development in English
	3.2s help students transfer language skills from L1 to L2
	3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;
	3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.

| Week 5*** | Language Policy | 2/12/2026 |

Readings • ESL 154 Test preparation manual: Historical Context…Pg. 1-9 ***Read In Class*** • California banned bilingual education for almost 20 years. It still hasn't recovered. • Bilingualism is a strength Texas is failing to nurture for hundreds of thousands of students *In Class Film Session* *Film session will watch:* Links also on Canvas • The Lemon Grove Incident: Roberto Alvarez v. The Board of Trustees of the Lemon Grove School District (1931) **Assignments Due:** Submit reflection of Lemon Grove Incident	**BE 2.3k** bilingualism and biculturalism and their impact on the learning environment; **ESL Standards** **2.1k** the historical, theoretical, and policy foundations of ESL education; **2.2k** types of ESL programs **2.3k** research findings related to ESL education, including effective instructional and management practices in ESL programs **2.4k** how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. **2.1s** apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; **2.5s** demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences

Week 6	Affirming the Equal Rights of Multilingual Students & Programs	2/19/2026

Read • Wright (2019). Ch. 4 -Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives *Film Session* • Stolen Education	**ESL Standards** **1.2k** functions of language and registers of language (e.g., social versus academic language) in English; **2.1k** the historical, theoretical, and policy foundations of ESL education; **2.2k** types of ESL programs **2.3k** research findings related to ESL education, including effective instructional and management practices in ESL programs

Assignments: Timeline of significant Bilingual Education policies, court cases, and events. Share in class and present.	**2.4k** how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. **2.1s** apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; **2.5s** demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences

Week 7	Loss of Family Languages	2/26/2026

Read ● Fillmore, L. W. (2000). Loss of family languages: Should educators be concerned? ● Suárez-Orozco et al. (2008). Networks of relationships ● Excerpt from *Tongue Tied*: Indian Boy Love Song (#2) (p. 55) *Sherman Alexie* ● Excerpt from *Tongue Tied*: Desmet Idaho, March 1969 *Janet Campbell Hale* ● Excerpt from *Tongue Tied*: Masks and Acculturation (p. 32-33) *Margaret Montoya=* *Activity: Fill out Language Portrait*	Standards: **BE 2.5k** how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments. **ESL Standards** **2.1k** the historical, theoretical, and policy foundations of ESL education; **2.1s** apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;

Week 8 Bilingual Program Models & The Standard Language Myth & Language Variation 3/5/2026

Read Readings on Canvas - [Lippi-Green, R. (2012). The standard language myth](#) - Wright (2019). Ch. 5 - [Delpit, L. (2002). "No kinda sense," In *The Skin We Speak*](#) - Martínez, R. (2010). Spanglish as a literacy tool - Lippi-Green, R. (2012). The myth of non-accent *(Midterm):* Due at the end of class.	**BE 2.5k** how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments. **ESL Standards** **1.1k** the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon); **1.2k** functions of language and registers of language (e.g., social versus academic language) in English; **1.3k** the relationships among listening, speaking, reading, and writing; **1.4 k** the structure of the English language and conventions of written and spoken English; and **1.1s** use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom; **2.1k** the historical, theoretical, and policy foundations of ESL education; **2.1s** apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; **2.2s** apply research findings to assist in planning and implementing effective ESL programs;

SPRING BREAK

Week 9	Listening & Speaking	3/19/2026

Read: **Course text** - Wright (2019). Ch. 7	**ESL Standards** **1.1k** the nature of language and basic concepts of language systems

Promoting Oral Language Development in the Classroom with Games	**1.2k** functions of language and registers of language **1.3k** the relationships among listening, speaking, reading, and writing; **1.4 k** the structure of the English language and conventions of written and spoken English; and **1.5k** patterns of written & oral discourse **1.3s** use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and

Week 10	Semantics, Phonology, Morphology & Syntax 3/26/2026

Read Before Class	**ESL Standards**
● ESL 154 Test preparation manual pg. 52-56 DUE: Children's Book Read Aloud	**1.1k** the nature of language and basic concepts of language systems **1.2k** functions of language and registers of language **1.3k** the relationships among listening, speaking, reading, and writing; **1.4 k** the structure of the English language and conventions of written and spoken English; and **1.5k** patterns of written & oral discourse **1.3s** use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and **3.5k** common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties. **7.2k** the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and **7.1s** advocate for educational and social equity for ESL students;

	7.3s communicate and collaborate effectively with students' parents/guardians;

Week 11: Translanguaging, Effective Instruction, and Advocacy for English Language Learners 4/2/2026

Read ● Wright (2019). Chapter 11 ● Explore the [Translanguaging Resources](#) on the CUNY-NYS Initiative on Emergent Bilinguals (detailed information on Canvas) ● ["Understanding translanguaging in US literacy classrooms" (Seltzer & de los Ríos, 2021)](#)	**BE 2.5k** how to create an effective bilingual and multicultural learning environment, including knowledge of diversity; awareness of the existence of regional differences in languages; ways to address the affective, linguistic, and cognitive needs of bilingual learners; awareness of regional differences in languages; and ways to bridge the home and school cultural environments. **ESL Standards** **7.1k** strategies for effective advocacy for ESL students; **7.2k** the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and **7.3k** ways in which community members and resources can positively affect student learning in the ESL program. **7.1s** advocate for educational and social equity for ESL students; **7.2s** the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; **7.3s** communicate and collaborate effectively with students' parents/guardians;

Week 12 Assessment of Language: Implications & Contradictions 4/9/2026

Readings on Canvas-	ESL Standards
• ["What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners?" Escamilla, et al., 2018)](#) • Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives Due at the end of class: Where Did AI Go Wrong? Lesson Plan Analysis.	1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency; 1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; 2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students' learning and language acquisition; and 3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;

Week 13: Texas ESL & Bilingual Program Models   4/16/2026

Read:
- Texas Administrative Code (TAC) Chapter 89; §89.1205. Section: Required Bilingual Education and English as a Second Language Programs p. 1-4
- ESL 154 Test preparation manual pg. 9-18

Mach Teacher Interview during Class

Week 14: Course Review   4/23/2026

District Audit Analysis for Bilingual/Dual Language Education *Due at the End of Class* **Read** ● [ESL 154 Test preparation manual pg. 21-42](#)	**BE Standards** 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s **ESL Standards** I, II, III, VII

Week 15	Course Reflection & Final Exam	4/30/2026

Complete Course Instructor Survey (SPOT)

Assignments Due: Final Examination during Class

_____

UNT'S STANDARD SYLLABUS STATEMENTS
Supporting Your Success and Creating an Inclusive Learning Environment
I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.
Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://policy.unt.edu/policy/07-012).
Student Academic Integrity
Academic integrity is essential to this course, as in other work that you do in your program. In Policy 06.003, UNT has described academic integrity as follows: The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

"Academic Misconduct," in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.
See full academic integrity policy: 06.003 Student Academic Integrity.pdf

ADA Accommodation Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Emergency Notification & Procedures.

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

Student Evaluation Administration Dates.

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) 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.

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 deanofstudents.unt.edu/conduct.

Visitors in the Classroom.

University policies on participating and/or attending courses, **all persons must be officially registered for the course or have received permission to attend as an auditor** as stated in the University catalog: *"Individuals fully eligible to enroll in the university may attend a class as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught."*

Academic Freedom & Academic Responsibility

According to UNT Policy number 06.035, The University of North Texas (UNT) exists for the common good. The common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning.

Academic freedom carries with it special responsibilities correlative with rights. Faculty have the academic responsibility to subject their knowledge and postulates to rigorous review by peers who are experts in the relevant subject material, to have a firm foundation of their postulates in the most relevant and suitable available evidence, and to work with one another to provide the best education possible for our students.

FERPA and Class Recordings

Class Recordings: Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Guidance on public access to class recordings can be found as [UNT Policy 07.018.](#)

Key Services at UNT

- UNT Dean of Students
- [Division of Student Affairs](#)
- Scholarships in COE
- COE Student Advising Office: https://www.coe.unt.edu/student-advising-office Office of the Registrar: http://registrar.unt.edu/registration
- Student Financial Aid and Scholarships: http://financialaid.unt.edu/

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

University Mental Health Services. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources.

This syllabus may be modified by the instructor as needed.