

EDU 2050, Understanding and Teaching Multilingual Students

Course Information

Professor Melissa Rojas Williams, Ph.D	Student Hours: Monday 1:30 pm -5:30 pm or virtual through appointment
Email: melissa.williams@unt.edu	Office Location: 206D

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 their ongoing transformation.
6. Identify the linguistic challenges facing emergent bilingual and multilingual students in academic contexts.
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 the academic & linguistic development of emergent bilingual and multilingual students.

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, the College of Education, and the University regarding any changes to the course format.

Required Devices and Learning Platforms

Use of e-mail and **Canvas** is an essential element 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. It contains a copy of this syllabus, project guidelines, readings 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. All students must post their weekly **critical commentaries to Canvas by midnight on Sunday**.

Artificial Intelligence (AI) Tool Usage: AI tools (e.g., ChatGPT) can rapidly generate text, images, and other media. 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). The goal of the course is to help you grow as educators, but also be prepared to pass your certification exams. Unfortunately, as helpful as A.I. is, it will not be able to assist you taking your actual exams.

If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work. (statement adapted from Boston College Center for Teaching Excellence) If any part of this is confusing or uncertain, please contact me for a conversation before submitting your work.
(statement adapted 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 any aspect of this course prevents you from learning or excludes 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 course materials and resources and to participate in Canvas discussions, activities, and projects designed to deepen your understanding of the course content.

Office hours provide an opportunity to seek clarification or receive support in understanding the course 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.

Grading Policies

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

SUMMARY OF COURSE ASSIGNMENTS

Students must submit all assignments and assessments via Canvas by the due date.

Assignments	Points	Due date
Participation Weekly Participation Assignments (20 points per week)	280	Ongoing
Assignment #1- Introduce Yourself	50	Jan 18

Assignment # 2 – Critical Commentaries	140	Ongoing (14 total, 10 points each)
Assignment # 3 Critical analysis of children’s literature	100	Feb 28
Assignment # 4 – Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher	100	March 29
Assignment # 5 –Tutoring with a Bilingual/Multilingual Student	100	10 hours total between Feb. 2-April 17th
Midterm Exam	100	March 6
Assignment # 6 –Slide Show of Tutoring Reflection	100	April 17
Assignment # 7- Student Reflection of Questions	75	April 30 (100 points)
Final Exam	100	Completed by May 8th
TOTAL	1,145	

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 will receive partial credit. A student experiencing an emergency that prevents timely submission should contact the course instructors immediately. The following assignments will be completed over the course of the semester:

1. Introduce Yourself

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. Critical Commentaries

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

About 1 page per article and 1-2 pages per Wright (2019) chapter

Weekly CCs are designed to help you organize, synthesize, and connect course readings—to easily locate and identify reference materials for exams, writing assignments, and the final project- as well as for reference in future coursework. Critical commentaries (due on Thursday evenings at midnight) should be written in paragraph form and include the following information. **CCs must be posted to Canvas by 12:00 midnight on Saturday.** Reading responses will be read and responded to every other week by a professor or classmate

While informal, please carefully edit for spelling, grammar, syntax, and clarity.

3. Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher

inspired by Wright (2019) and in collaboration with EDEE 1010

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. More details will be shared on Canvas.

4. Critical analysis of children's literature details and rubric will be provided on Canvas

5. Tutoring with a Bilingual/Multilingual Student

Purpose:

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

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

7.5s Access community resources to enhance the education of ESL students

Option 1: Bilingual Homework Hotline In September 2020, UNT, TWU, and Denton ISD's Dual Language/ESL department began a virtual collaboration called the Homework Hotline that brought together pre-service teachers (like you all) and emergent bilingual students in the district, which has provided opportunities for UNT/TWU students to help these students with homework and gain valuable experience in the (virtual) field. We have continued the collaboration because we have received great feedback from families, teachers,

and the community. This experience will allow you to make sense of concepts from the course while also becoming more adept at working in virtual educational spaces.

Students **are required to dedicate 2 hours per week for a total of 10 hours** to the Homework Hotline Virtual Field Experience, which will begin on February 2nd. There will be a **virtual orientation on January 28th at either 10 am or 4 pm** you only need to attend **ONE** that will provide specific details about logistics, documentation of experiences working with students/families, and testimonios of students who have participated in the Homework Hotline. Students will engage in reflective activities based on their own and their classmates' experiences with the Hotline and make connections to theoretical and practical perspectives in the course. More details will be shared in class. You will need to be cleared by Denton ISD in order to participate as a volunteer (tutor), so please start this process ASAP. [Volunteer in DISD](#)

- a. You will also complete a **Tutoring Log/Reflection Journal** for each tutoring session to reflect on the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. **You will also submit your Tutoring Log/Reflection Journal at the end of the semester under the tutoring assignment on Canvas.**

Option 2:

Tutoring requirement: 10 hours

All students are required to complete 10 hours of tutoring with a [bilingual or multilingual student](#). Please register with the tutoring organization of your choice and inform the professor where you will be volunteering before the 4th class meeting. You should begin tutoring by Week 3 and complete all required hours by Week 12. ***All 10 hours are required to receive credit.***

- a) A screenshot of an email from your tutoring coordinator will be required (sent to you) stating that you completed all ten hours. Include your tutoring coordinator's preferred contact (email/phone). Submit this under the tutoring assignment on Canvas.
- b) You will also complete a **Tutoring Log/Reflection Journal** for each tutoring session to reflect on the experience and document how the time was spent. These entries will detail the work you conducted with your student that day, strategies you may have used, and any lingering questions you might have. **You will also submit your Tutoring Log/Reflection Journal at the end of the semester under the tutoring assignment on Canvas**

6. Presentation of Tutoring Reflection with a Bilingual/Multilingual Student (5% of grade)

All students will create a presentation that will serve as a reflection of the tutoring experience. The presentation should highlight the innovative linguistic practices of the emergent bi/multilingual

student(s), and participants in the course should use the space to reflect on their perspectives as future educators or community members regarding bi/multilingual learners.

7. Student creation of questions that reflect learning from the semester

All students will review the English as a Second Language Standards or Bilingual Standards to process eight reflections of given question models that showcase their learning on Standards I, II, III, and IV.

Late Work

There will be a **three-day grace period** for each assignment. You do not need to email to request an extension within those three days. Assignments submitted after the grace period will be penalized 10% per day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30% reduction). No assignments will be accepted if submitted three days after the grace period date. Please communicate with your instructor should you have specific concerns

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 evaluated on a case-by-case 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 they are announced (although I will do my best to provide as much advance notice as possible).

Week 1

Course Introduction & Overview (optional ZOOM 1 Meeting)

Read During Class:

- “Forgetting my first language” (Liao, 2021)
- [International Literacy Association article](#)
- [Links to an external site.](#)
by Dr. Ramón Antonio Martínez,

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 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
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Week 2	Who are English Language Learners?
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<i>Critical Commentary #1:</i> Due Sunday at midnight Read: - Course text, Wright (2019). Ch. 1 BONUS Reading: Not required, available through UNT libraries - García, O. (2009). Emergent Bilinguals and TESOL-What's in a Name?	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
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	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
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Week 3	How Linguists Study Language	(Optional ZOOM 2 Meeting)
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<i>Critical Commentary #2:</i> Due Sunday at midnight Read Before Class: Course text - Wright (2019). Ch. 2 - ESL 154 Test Preparation Manual	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.
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Week 4	Language Learning and Teaching
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<i>Critical Commentary #3:</i> Due Sunday at midnight <u>Readings</u> • Wright (2019). Ch. 3 • ESL 154 Test preparation manual p. 79-82; 85-87 <i>Aim to begin tutoring assignments this week.</i>	ESL Standards 3.1k theories, concepts, and research related to first-language (L1) development 3.2k theories, concepts, and research related to second-language (L2) development 3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2 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. 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.
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Week 5	Language Policy & In Class Film Session	(Optional ZOOM 3 Meeting)
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<i>Critical Commentary #4:</i> Due Sunday at midnight <i>Read Before Class:</i> Readings	BE 2.3k bilingualism and biculturalism and their impact on the learning environment; ESL Standards
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• ESL 154 Test preparation manual: Historical Context...Pg. 1-9 • 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 <i>Film Session</i> <i>Film session will watch:</i> Links also on Canvas • The Lemon Grove Incident: Roberto Alvarez v. The Board of Trustees of the Lemon Grove School District (1931) <i>Aim to begin tutoring assignments this week.</i>	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
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Week 6	Affirming the Equal Rights of Multilingual Students & Programs
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<i>Critical Commentary #5:</i> Due Sunday at midnight Read • Wright (2019). Ch. 4 • BONUS Reading: Not required, available through UNT libraries -Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives	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 2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective
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<i>Film Session</i> Stolen Education Continue tutoring	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
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Week 7	Loss of Family Languages
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<i>Critical Commentary #6:</i> Due Sunday at midnight t Read - Fillmore, L. W. (2000). Loss of family languages: Should educators be concerned? - Suárez-Orozco et al. (2008). Networks of relationships - Excerpt from <i>Tongue Tied</i>: Indian Boy Love Song (#2) (p. 55) <i>Sherman Alexie</i> - Excerpt from <i>Tongue Tied</i>: Desmet Idaho, March 1969 <i>Janet Campbell Hale</i> - Excerpt from <i>Tongue Tied</i>: Masks and Acculturation (p. 32-33) <i>Margaret Montoya</i>=	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;
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Week 8	Bilingual Program Models & The Standard Language Myth & Language Variation
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<i>Critical Commentary #7:</i> Due Sunday at midnight	BE 2.5k how to create an effective bilingual and multicultural learning environment, including
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<i>Read</i> Readings on Canvas • Lippi-Green, R. (2012). The standard language myth • Wright (2019). Ch. 5 <i>Bonus Readings</i> • 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 <i>(Midterm)</i>	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;
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SPRING BREAK

Week 9	Listening & Speaking
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<i>Critical Commentary #8:</i> Due Sunday at midnight Read: Course text	ESL Standards 1.1k the nature of language and basic concepts of language systems 1.2k functions of language and registers of language
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Wright (2019). Ch. 7	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
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Week 10	Semantics, Phonology, Morphology & Syntax (Optional ZOOM 4 Meeting)
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<i>Critical Commentary #9:</i> Due Sunday at midnight Read Before Class ESL 154 Test preparation manual pg. 52-56	ESL Standards 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;
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Week 11: Translanguaging, Effective Instruction, and Advocacy for English Language Learners

Critical Commentary #10:

Due Sunday at midnight

Read

- Wright (2019). Chapter 11
- Explore the [Translanguaging Resources](#) on the CUNY-NYS Initiative on Emergent Bilinguals (detailed information on Canvas)

Bonus Reading

- [“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

Critical Commentary #11:

Due Sunday at midnight

ESL Standards

Readings on Canvas- • “What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners?” Escamilla, et al., 2018) <i>Bonus Reading</i> • Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives	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;
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Week 13: Texas ESL & Bilingual Program Models
Optional Exam Question Workshop (optional ZOOM Meeting)

Critical Commentary #13:

Due Sunday at midnight

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
- **Assignments Due:** Tutoring log

Week 14: Course Review

Critical Commentary #14:

Due Sunday at midnight

BE Standards 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k;
3.1s;3.2s

ESL Standards I, II, III, VII

Read • ESL 154 Test Preparation Manual pg. 21-42	
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Week 15	Course Reflection & Final Exam
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Complete Course Instructor Survey (CIS)

Assignments Due: Student Created Questions

TAKE FINAL Exam

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 in an environment of respect and courtesy from others. I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline understanding of civility ([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 defines 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 accommodations 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 of critical information during emergencies (e.g., severe weather, campus closures, and health and public safety emergencies such as chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering the course.

Student Evaluation Administration Dates.

Student feedback is essential to participation in this course. Student evaluation of instruction is required for all organized classes at UNT. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should check their UNT email inbox for the email. 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.

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 to the protection of faculty members' rights in teaching and of students' 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 peer review by experts in the relevant subject matter, to ensure a firm foundation for their postulates in the most relevant and suitable available evidence, and to work with one another to provide the best possible education 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

- EDBE 2050 Course Lead Dr. Rojas Williams, melissa.williams@unt.edu
- [UNT Dean of Students](#)
- [Division of Student Affairs](#)
- [Scholarships in COE](#)
- [COE Student Advising Office](#)
- [Office of the Registrar](#)
- Student [Financial Aid](#)

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.

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](#).

This syllabus may be modified by the instructor as needed.