

EDU 2050, Understanding and Teaching Multilingual Students

Course Information

Professor Melissa Rojas Williams, Ph.D	Student Hours: Virtually on Tuesday and Thursday, 12:30 pm -2:00 pm, or by appointment
Pronouns: she/her/ella	
Email: melissa.williams@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., ChatGPT) 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 were plagiarized. The summer pace is definitely faster paced, but please make sure to immerse yourself in the readings and material. AI will not be taking your certification exam; **you will**.

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.

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
Participation Weekly Participation Assignments	280	Ongoing
Assignment #1- Introduce Yourself	50	

Assignment # 2 – Critical Commentaries	130	Ongoing (13 total, 10 points for each Module)
Assignment # 3 – Analyzing Children’s Literature	100	June 6
Assignment # 4 – Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher	100	June 18
Midterm Exam	100	June 4th
Assignment # 5- Student creation of questions that reflect learning from the semester	100	April 30(100 points)
Final Exam	100	June 20
TOTAL	960	

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 5](#), 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 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. 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

Please follow rubric when available to make sure to address each of the outlined sections of the Wright book. For articles, please write 1-2 pages of in-depth commentary of the article.

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:

- a. *Title* – Full citation of the reading (in APA format)
- b. *Brief Summary* – **2-4 paragraph** summary of the article or **2-4 sentence PER section in Wright book**: key points and note any details, key concepts, etc., which particularly struck you.
- c. *Response* – Your *opinion of* and *reaction to* the reading and course material. Did the text trigger a connection or reaction upon reading? Comment on, dialogue, and interact with the text. Did you agree/disagree? Why? Did you gain any new insights from the reading? Was it helpful? Why / why not? How does it relate to other readings for this class or others? **Provide at least 2-4 in-text citations to what you are responding to.**
- d. *Key Question/Critical Concept*—At least one idea per week that either (a) requires further clarification or (b) you synthesized in a novel way and will share with your colleagues. **Provide at least 1-2 in-text citations to what you are responding to.**
- e. 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)

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?

4. Analyzing Children's Literature: all details and rubric found on Canvas>Assignments

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

All students will review the English as a Second Language Standards to create 4 questions, 1 per standard, and eight reflections of given question models that showcase their learning on Standards I, II, III, and IV. Students will use the table on [Google Docs](#) to

1. create questions,
2. connect questions with the ESL Standard,
3. Share the specific class reading and page number that supported the student in writing the question and gaining answer
4. Share a reflection of why they wrote the question and/or learned from writing the question

Late Work

Assignments turned in after the due date will be deducted 10 percent each 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 due date. 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).

Module 1	Course Introduction & Overview
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<p><i>Read:</i></p> <ul style="list-style-type: none"> ● “Forgetting my first language” (Liao, 2021) ● Martínez, R. (2018). Beyond the English learner label: Recognizing the richness of bi/multilingual students’ linguistic repertoires. 	<p><i>Standards:</i></p> <p>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.</p>
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<p>Assignments Due #1: Introduce Yourself</p>	<p>ESL Standards</p> <p>1.1s use knowledge of the nature of language & basic language concepts to facilitate student learning in the ESL classroom</p> <p>2.1k the historical, theoretical, and policy foundations of ESL education;</p> <p>2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p>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.</p> <p>2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p>
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Module 2	Who are English Language Learners?
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<p><i>Critical Commentary #1:</i></p> <p>Read:</p> <ul style="list-style-type: none"> • Course text, Wright (2019). Ch. 1 • García, O. (2009). Emergent bilinguals and TESOL-What's in a Name? 	<p>Standards:</p> <p>BE 2.3k bilingualism and biculturalism and their impact on the learning environment</p> <p>ESL Standards</p> <p>1.1s use knowledge of the nature of language & basic language concepts to facilitate student learning in the ESL classroom</p> <p>2.1k the historical, theoretical, and policy foundations of ESL education;</p> <p>2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p>2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective</p>
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	<p>learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p>2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p>
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Module 3

How Linguists Study Language

<p><i>Critical Commentary #2:</i></p> <p>Read Before Class: Course text</p> <ul style="list-style-type: none"> Wright (2019). Ch. 2 <p>In class: Links on Canvas</p> <ul style="list-style-type: none"> ESL 154 Test Preparation Manual p. 66 	<p>BE Standards 3.2k; 3.4k; 3.6k;3.7k; 3.1s;2.3s</p> <p>ESL Standards</p> <p>1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);</p> <p>1.2k functions of language and registers of language (e.g., social versus academic language) in English;</p> <p>1.3k the relationships among listening, speaking, reading, and writing;</p> <p>1.4 k the structure of the English language and conventions of written and spoken English; and</p> <p>1.5k patterns of written & oral discourse</p> <p>1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;</p> <p>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.</p>
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Module 4

Language Learning and Teaching

<p><i>Critical Commentary #3:</i></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Wright (2019). Ch. 3 • ESL 154 Test preparation manual p. 79-82; 85-87 	<p>ESL Standards</p> <p>3.1k theories, concepts, and research related to first-language (L1) development</p> <p>3.2k theories, concepts, and research related to second-language (L2) development</p> <p>3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2</p> <p>3.4k the role of the linguistic environment and conversational support in second-language acquisition</p> <p>3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p>3.1s apply knowledge of theories, concepts, and research related to language learning to support students' language development in English</p> <p>3.2s help students transfer language skills from L1 to L2</p> <p>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p>3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>
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Module 5	Language Policy & Film
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<p><i>Critical Commentary #4:</i></p> <p>Readings</p>	<p>BE 2.3k bilingualism and biculturalism and their impact on the learning environment;</p> <p>ESL Standards</p>
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<ul style="list-style-type: none"> • ESL 154 Test preparation manual: Historical Context...Pg. 1-9 <p><i>In Module</i></p> <ul style="list-style-type: none"> • 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 <p><i>Film to watch:</i> Links also on Canvas (please do not ask AI to tell you about the film, it gets important details wrong)</p> <ul style="list-style-type: none"> • The Lemon Grove Incident: Roberto Alvarez v. The Board of Trustees of the Lemon Grove School District (1931) 	<p>2.1k the historical, theoretical, and policy foundations of ESL education;</p> <p>2.2k types of ESL programs</p> <p>2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p>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.</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p>2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p>
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Module 6

Affirming the Equal Rights of Multilingual Students & Programs

<p><i>Critical Commentary #5:</i> Due Thursday at midnight, February 20th</p> <p><i>Read</i></p> <ul style="list-style-type: none"> • Wright (2019). Ch. 4 • BONUS Reading: Not required available through UNT libraries 	<p>ESL Standards</p> <p>1.2k functions of language and registers of language (e.g., social versus academic language) in English;</p> <p>2.1k the historical, theoretical, and policy foundations of ESL education;</p> <p>2.2k types of ESL programs</p>
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<p>-Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives</p> <p><i>Film</i></p> <ul style="list-style-type: none"> • Stolen Education 	<p>2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs</p> <p>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.</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p>2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences</p>
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Module 7

Loss of Family Languages

<p><i>Critical Commentary #6:</i></p> <p>Read</p> <ul style="list-style-type: none"> • 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: Masks and Acculturation</i> (p. 32-33) <i>Margaret Montoya</i> 	<p>Standards:</p> <p>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.</p> <p>ESL Standards</p> <p>2.1k the historical, theoretical, and policy foundations of ESL education;</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p>
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Critical Commentary #7:

Read Readings on Canvas

- [Lippi-Green, R. \(2012\). The standard language myth](#)
- Wright (2019). Ch. 5

Bonus Readings

- [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)

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;

Critical Commentary #8:

ESL Standards

1.1k the nature of language and basic concepts of language systems

<p>Read: Course text</p> <ul style="list-style-type: none"> Wright (2019). Ch. 7 	<p>1.2k functions of language and registers of language</p> <p>1.3k the relationships among listening, speaking, reading, and writing;</p> <p>1.4 k the structure of the English language and conventions of written and spoken English; and</p> <p>1.5k patterns of written & oral discourse</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p>
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Module 10	Semantics, Phonology, Morphology & Syntax
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<p><i>Critical Commentary #9:</i></p> <p>Read Before Class</p> <ul style="list-style-type: none"> ESL 154 Test preparation manual pg. 52-56 	<p>ESL Standards</p> <p>1.1k the nature of language and basic concepts of language systems</p> <p>1.2k functions of language and registers of language</p> <p>1.3k the relationships among listening, speaking, reading, and writing;</p> <p>1.4 k the structure of the English language and conventions of written and spoken English; and</p> <p>1.5k patterns of written & oral discourse</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and</p> <p>3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p> <p>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</p> <p>7.1s advocate for educational and social equity for ESL students;</p>
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	7.3s communicate and collaborate effectively with students' parents/guardians;
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Module11: Translanguaging, Effective Instruction, and Advocacy for English Language Learners

<p><i>Critical Commentary #10:</i></p> <p>Read</p> <ul style="list-style-type: none"> • Wright (2019). Chapter 11 • Explore the Translanguaging Resources on the CUNY-NYS Initiative on Emergent Bilinguals (detailed information on Canvas) <p>Bonus Reading</p> <ul style="list-style-type: none"> • “Understanding translanguaging in US literacy classrooms” (Seltzer & de los Ríos, 2021) 	<p>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.</p> <p>ESL Standards</p> <p>7.1k strategies for effective advocacy for ESL students;</p> <p>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</p> <p>7.3k ways in which community members and resources can positively affect student learning in the ESL program.</p> <p>7.1s advocate for educational and social equity for ESL students;</p> <p>7.2s the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments;</p> <p>7.3s communicate and collaborate effectively with students' parents/guardians;</p>
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Module 12 Assessment of Language: Implications & Contradictions

<p><i>Critical Commentary #11:</i> Due at midnight, Thursday, April 10th</p> <p>Readings on Canvas-</p> <ul style="list-style-type: none"> • “What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners?” Escamilla, et al., 2018) <p>Bonus Reading</p> <ul style="list-style-type: none"> • Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives 	<p>ESL Standards</p> <p>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;</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students’ English language proficiency; and</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p>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</p> <p>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development;</p>
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Module 13: Texas ESL & Bilingual Program Models
Optional Exam Question Workshop

Critical Commentary #13:
Due at midnight, Thursday, April 17th

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

Module 14: Course Review

<p><i>Critical Commentary #14:</i> Due at midnight, Thursday, April 24th</p> <p>Read</p> <ul style="list-style-type: none"> • ESL 154 Test preparation manual pg. 21-42 	<p>BE Standards 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s</p> <p>ESL Standards I, II, III, VII</p>
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Module 15	Course Reflection & Final Exam
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Complete Course Instructor Survey (CIS)

Assignments Due: Student Created Questions

TAKE FINAL Exam June 20

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](#).

COVID-19

UNT COVID 19 Information States: Although infection rates have lessened on campus and locally, individuals should remain vigilant in protecting their health. This includes self-monitoring for symptoms, making informed decisions about high-risk situations, and self-isolating after a positive test.

Students who need COVID testing should make an appointment to see an SHWC medical provider. If the medical provider feels COVID testing is appropriate, they will order testing through the in-house laboratory.

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: <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.