

EDBE 2060 Fall 2023

Literatura Latina/e/o/x para Niños Bilingües

Latina/eo//x Children's and YA Literature for the Elementary Bilingual Classroom

Professor Melissa Rojas Williams, Ph.D.	Pronouns: she/her/ella
Meeting place/time: Matthews Hall 102 Mondays & Wednesdays 2:00-3:20 pm	Office location: Mathews 206D
Contact info: melissa.williams@unt.edu	Student Hours: Mondays, Tuesdays & Wednesdays in person or via Zoom (1 pm-2 pm)

Land Acknowledgement: Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. We would like to open our event today by acknowledging that the land on which we gather is the occupied/unceded/seized territory of the Wichita and Caddo Affiliated Tribes. These tribes have stewarded this land throughout the generations and we would like to pay our respects to elders, both past and present. (The following land acknowledgement is from the [UNT Pride Alliance](#), which was written in partnership with the UNT Native America Student Association (NASA).)

IMPORTANT

This class is taught in Spanish/bilingually.

Catalog Description

The integration of children's picture books and Young Adult (YA) literature that has succinct connections to the histories and lived experiences of Latina/o/x youth is an important curricular component that provides both context and platforms for biliteracy experiences in the bilingual education classroom. In this course, students will be exposed to picture books and YA literature that focus on the realities, identities, and complexities of Latina/o/x youth, families, and communities and develop learning experiences that are guided by these same picture books and YA literature.

Course Goals

- Gain a deeper understanding of the histories, cultural worldviews, and complexities of Latinx (including Afro-Latinx) communities through the critical examination of/interaction with children's picture books and YA literature.
- Design culturally sustaining sequences of lessons that prioritize and strategically integrate children's picture books and/or YA literature across the curriculum for the Dual Language Bilingual Education (DLBE) elementary classroom.
- Work collaboratively with a practicing DLBE teacher in the creation of culturally sustaining sequences of lessons that integrate children's picture books and/or YA literature across the curriculum and have opportunities to teach lessons that are part of the respective unit.
- To build foundational knowledge of Latinx authors and illustrators of bilingual and culturally relevant children's literature.
- To study the criteria for evaluating culturally authentic children's literature for the bilingual learner.
- To explore the historical and political issues involved in the publication of Latinx children's literature.
- To examine different approaches/strategies for using bilingual children's literature in the educational curriculum and with parents and community members.
- To gain knowledge of multimedia and online resources related to bilingual children's literature.
- To develop an understanding and practice of the literary response process for children's narrative and expository literature both oral and written.

Format: All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website of your course. Please make it a habit to check your Canvas email on a

regular basis (at least once a day) for any updates or changes to upcoming class sessions. It is your responsibility to note changes when announced.

Required Field Hours

7 hours of virtual field interaction/observation in a DLBE classroom.

REQUIRED TEXTBOOKS AND/OR MATERIALS

López-Robertson, J. (2021). *Celebrating our cuentos: Choosing and using Latinx literature in elementary classrooms*. Scholastic Incorporated.

Pérez, Celia (2017). *La primera regla del punk*. (Spanish Edition) Penguin Random House publisher.

- Pura Belpré Honor Author Honor Book 2018; Tomás Rivera Mexican American Children's Book Award 2018

*Other articles and materials will be uploaded to Canvas.

Not required, but will be utilized in class through a class set:

España, C., & Herrera, L. Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann. (also available as E-book/audiobook)

Instructor Statement: I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amidst an unprecedented global pandemic and call for racial justice as we grapple with our country's long history of racism. I will prioritize your humanity, physical and mental health, and well-being in addition to your intellectual growth while also trying to provide a worthy learning environment. Collectively, I hope we are able to build a community that maintains social connections and academic engagement; yet recognize that personal accommodations may be necessary to foster that environment. Our time together may be emotional, challenging, while at the same time hopefully a space of critical hope where we can collaboratively imagine how theory and action in bi/multilingual education can be transformational during these times. I admire each and every one of you for enrolling in this class. It takes a lot of courage, effort, and intellectual drive to take courses right now. If you find yourself in a difficult situation please communicate with me so that we can brainstorm what works best (Adapted from Geneva L. Sarcedo).

CENTERING PRACTICES FOR THE COURSE (España & Herrera, 2020)

Through Latino/a/x children's and YA literature, we will aim to:

- Get to know your students' journeys
- Understand our students' language practices
- Understand our students (and their families') traditions of literacies
- Affirm, be in solidarity with and help create awareness of our students' language practices
- See the connections between school and our government policies and their direct effects on our students' lives

We name these Latino/a/x children's and YA literature "libros acompañantes":

children's books that "accompany" students because they are centered on themes, people, identities, and realities that students can connect to in deep intimate ways. They also can accompany students from the dominant culture by serving as tools for them to interrogate power and privilege (and at times experience discomfort).

Our goal is to begin to conceptualize culturally sustaining sequences of lessons that are situated around:

- A centering topic or theme that connects to Latinx students' identities and realities and sustains those same identities and realities (Paris & Alim, 2017)
- *Libros acompañantes* that go beyond heroes and holidays focus on complex issues in society
- Translanguaging: how bilingual Latinx students "do" their hybrid language practices; an approach to teaching; the embodiment of social justice because these same practices are honored with deep respect (García & Leiva, 2014)

COURSE POLICIES & EXPECTATIONS

Attendance

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university-excused absence such as active military service, a religious holy day, or an official university function, as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/policy/06-039) (<https://policy.unt.edu/policy/06-039>).

Please let me know if you cannot attend a class due to an emergency. Your **safety and well-being are important to me**. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with me for details or arrangements.

Attendance is important for developing an understanding of the varied uses of Latinx bilingual children's literature and creating a community of learners. Class sessions will include short lectures, small and whole group projects and discussions, literature circles, virtual postings and responses, and student presentations. In order to accomplish the goals of the course, classes are designed for active participation. Students are expected to come to class ***prepared to discuss the assigned material***. Your perspectives are appreciated, needed, and respected and should be shared. Students are expected to respect the viewpoint of all class members.

Attendance means arriving on time and staying the full length of the class. There are no unexcused absences. More than 3 unexcused absences will result in a failing grade for the class. A pattern of tardiness or early departures will affect your grade. A tardy is 15 minutes past class start time. Unexcused excessive tardies or early departures (3 or more) also constitute an unexcused absence.

If you are absent, use your resources wisely. Let me know as soon as possible, particularly if it is COVID-19. If you have to quarantine because of Covid-19 exposure, a class recording may be able to be provided based on equipment availability and time constraints. If you find there are topics that we covered while you were gone that raise questions, you may request to meet with me. If you need additional time to complete missed assignments, we will decide together on a timeline for completion. I ask that you honor that timeline

Late Work Policy

Students are expected to turn in assignments at the designated time, but I understand that situations may arise where this may not be possible. It is **your responsibility** to communicate with me when such a situation occurs so that I am aware of this, along with a specific/hard date when you will turn in the assignment (within 1 week of the due date). In your communication with me about this late assignment, you should also let me know where you are at in the process of completing it. If you do not turn in the assignment within the 1 week grace period, you will not be able to get full credit. The key here is to do your best to keep with the material, and if you do

by chance get behind, please **COMMUNICATE!** I take this content and our community seriously and hope you will do the same!

Class Technology: I want you to take every opportunity to merge technology into your teaching in thoughtful and meaningful ways. Each technology activity will be assessed by looking at the content, relevance, and clarity.

- **Creativity:** to what extent were you thoughtful and insightful in your use of technology and content

- **Clarity:** to what extent did you reveal a mastery of the content/pedagogical focus

- **Relevance:** to what extent did you use your readings and our discussion in completing the assignment in ways that furthered your understandings

COURSE ASSIGNMENTS

Course assignments are located on Canvas within the week's Module. Using Canvas please upload your assignment as attached Word files labeled: Title of assignment & Your Last Name. It is your responsibility that attachments can be viewed, and links work.

1. Literacy Journey Box & Autobiography (20%)

1a. My Literacy Journey Box (10%)

This project is an invitation for you to recall/think about early memories from **0-6 years old, K-12** and **the current role** that literacy events, books, children's literature, and significant others played in your literacy journey, as well as how you approach reading, writing, and children's literature in **your two or more languages**. For this project, use a small box filled with objects (books, journals, titles, poems, photos, or anything else that is meaningful to you) that exemplify what reading, authoring, literacy, and literature have had and continue to mean to you. *An index page will list what the items are in your journey box and a sentence regarding their meaning.* A rubric to assist you for completing the project will be provided. Do have fun and be creative with this project. In class at the second or third class session you will present your Literacy Journey Box on **Week 2, 3 and 4, there will be 6 presentations per class. Presenters will be randomly chosen from the Team Shake app**

1b. Autobiography of Reading and/or Writing Experiences (10%)

As a future teacher of reading and writing in two languages, it is important that you bring to the surface your own background and beliefs about language and literacy. This assignment contains three parts: timeline, semantic web, and autobiography. For this assignment, you will use a timeline and semantic web to explore how your personal history as a reader and writer influences your choices as a future teacher of emergent bilinguals. The semantic web will be utilized to show ideas, influences, experiences, and attitudes about your own literacy

experiences; use your timeline to reflect on **your progression** in literacy over the years. ***The assignment is a way to understand who you are and are going to be... a future bilingual teacher.*** As you did with the journey box, in the autobiography focus on your early elementary years of learning language(s) and literacy(ies). The autobiography explores experiential knowledge generated from your semantic web and timeline and should be no more than 5 pages total (2-3 double-spaced pages for autobiography + 1 page semantic web + 1 page timeline). ***The written assignment will be submitted via Canvas and due Wednesday, September 15th***

For the (auto)narrative consider questions like:

- What books do you remember reading as a child? ***In what language(s)?***
- What was reading like for you in school? At home? ***In what language(s)?***
- How did you learn to read?
- Who influenced you as a reader?
- Were there any discouraging experiences in your life as a reader? Wonderful experiences?
- What conditions have inspired you to write? ***In what language(s)?***
- When, where, and for whom have you written? ***In what language(s)?***
- Do you see yourself as a writer? Why or why not?
- Do you see yourself as an artist? Why or why not?
- How has the internet and smartphone and other electronic devices influenced your literacy development? ***In what language(s)?***
- If you have moved or traveled, how have these experiences affected your language and literacy development?
- Were you exposed to particular methods that influenced your reading and writing? ***In what language(s)?***
- How do your connections of background/history/beliefs in literacy developments shape/influence you as a future bilingual teacher?

2. **Reading Response & Discussion Board (10%)** Your grade in this area is based on your discussion board assignments on Canvas. Two times during the semester one quote from our readings will be posted as a forum on Canvas. It will include a short quote from the readings and a question related to the quote. The posting on the discussion board will be made available to you a week before it is due. Your responses must be posted by midnight prior to class.
 - You will respond substantively to each of the two CANVAS discussions with a minimum of **200 words**.
 - You will then discuss your reactions, perspectives, connections, and/or questions with your classmates during our class meeting time.

Canvas responses to discussion questions: Due September 27 and October 9

3) Author/Illustrator/Poet Study (20%) Select a poet, author, or illustrator of particular interest to you. Create an in-depth study of that person using the individual's literary work and personal information found on the internet. Select an author/illustrator/poet from the list below (or one negotiated with the instructor) and choose an intriguing format to present what you've learned (e.g., Prezi, PowerPoint presentation, etc.). In your presentation be sure to include **six significant points explained in detail** that you want the class to remember about your author/illustrator/poet (at least three of their creations and three important biographical pieces of information). The presentation will be uploaded to Canvas and presented in class in small groups.

Due Date: October 16

Please select an author/illustrator/poet from the following list:

Author	Illustrator	Poet
Alma Flor Ada	Jorge Argueta	Francisco X. Alarcón
Rudolfo Anaya	Robert Casilla	Jorge Argueta
George Ancona	Joe Cepeda	Lorie Marie Carlson
Diane Gonzalez Bertrand	Raul Colón	Juan Felipe Herrera
Monica Brown	David Díaz	Jorge Luján
Lulu Delacre	Luis Garay	Jane Medina
Arthur Dorros	Elizabeth Gómez	Pat Mora

Xavier Garza	Edward González	Gary Soto
Tony Johnston	Maya Christina González	
Rene Colato Laínez	Susan Guevara	
Marisa Montes	Akemi Gutierrez	
Yuyi Morales	Laura Lacámara	
Pam Muñoz Ryan	Jose Ramírez	
Amada Irma Pérez	Enrique O. Sánchez	
Carmen Tafolla	Simón Silva	
Leyla Torres	Leyla Torres	
Benjamin Alire Saenz	Duncan Tonatiuh	
Matt de la Peña	Rafael Lopez	
Eric Velasquez		

4. Ensayos escritos en español (20%)

Each student will actively engage in literature discussion groups. These are guided by, *La primera regla del punk*. You are expected to use evidence from the selected texts and class discussions to create a zine and write a 2-page double-spaced reflective essay of what you learned from the literature discussion process used in class. The essay should include:

- what you learned from discussion with your peers in relation to their responses, reactions, and arguments about the selected literature;
- the literature roles that you engaged in and how each role facilitated (or not) in-depth discussion and meaning-making
- if and how you would use, modify, or extend literature discussion groups in your future bilingual classroom. **DUE DATE: Nov 1 (essay) and Nov 17 (zine)**

5.) Co-author a Children's Book - group project (30%) Students will become authors in the creation, writing, and illustrating of a Latinx-centered children's book. The book should either be bilingual or completely written in Spanish and completed in a pair. Your partner and you will prepare a presentation regarding the writing process. Each dyad will submit the final book and a jointly written 2-page reflection paper. The reflection paper should include rationale for selection of book topic, the role taken by each member in the authoring and illustration process. Please upload the digitized book and reflection to Canvas. Each dyad will share their final book during our last class celebration on **Wednesday, December 4 y 6th**

6. In Class Participation:

Culturally Sustaining Sequence of Lessons: Based on the grade level and contextual factors in your virtual field observation sites (DLBE school) and grounded in theoretical perspectives in the course, students will design culturally sustaining sequences of lessons to be integrated in these respective sites.

Field Component: In conjunction with the virtual DLBE classroom that they are observing/participating in as part of their observation hours, students will engage in classroom dialogue, activities, and other reflective work about their experiences with teachers and students.

Active Participation: Each person will engage in discussions and contribute insights around projects, observations, and understandings.

STUDENT EVALUATION

ASSIGNMENT	Points
Journey Box/Auto-narrative	20
Discussion Board Participation	10
Author/Illustrator/Poet Study	10
Ensayos escrito en español	10
Culturally sustaining sequences of lessons	15
Co-Authored Children's Book	20
Active participation & Attendance	15
Total=100 points	

A=90-100

B=80-89

C=70-79

D=60-69

F=below 60

Key Services at UNT

UNT Dean of Students

Division of Inclusion, Diversity, Equity and Access

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

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>.

TENTATIVE COURSE SCHEDULE (subject to change)

Plan del programa educativo del curso

**El plan del curso es una guía que se puede modificar a cualquier momento, pero se avisará en clase y por CANVAS si ocurre algún cambio.*

<i>Semana</i>	<i>Temas</i>	<i>Lecturas y Tareas para hacer antes de clase de la semana</i>	<i>Presentaciones que voy hacer en clase</i>

<p>Semana 1</p> <p>21 y 23 de agosto</p>	<p>-Introducciones</p> <p>-Discusión de expectativas</p> <p>-Resumen del plan de estudios y las tareas</p>	<p>1. López-Robertson pp. 7-15</p> <p>Apply to be Denton ISD as a volunteer</p>	
<p>Semana 2</p> <p>28 y 30 de agosto</p>	<p>“La Historia de Mi Nombre: A Culturally Sustaining Early Literacy Practice”</p>	<p>1. Nash et al. (2017)</p>	<p>-En clase: 12 presentaciones de Literacy Journey Box</p>
<p>Semana 3</p> <p>6 de septiembre</p>	<p>-El tema the Latinx</p> <p>“Latinx People in the United States”</p>	<p>1. López-Robertson: Chapter 1 pp.17-26</p> <p>1. <i>A Question of identity Examining Use of the term ‘Latinx’</i></p> <p>2. Listen to Lola by Junot Diaz</p>	<p>-En clase: 6 presentaciones de Literacy Journey Box</p>

<p>Semana 4</p> <p>11 y 13 de septiembre</p>	<p>“Centrando las voces y experiencias de los estudiantes latinos en nuestras clases”</p>	<p>Para lunes</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 1 pp. 26-30 2. Listen to Separate is Never Equal Story <p>Para miércoles</p> <ol style="list-style-type: none"> 1. España y Herrera pg. 4-16 <p>Entregar:</p> <p><i>Autobiographía (3pgs)</i></p> <p><i>Organizador Gráfico (1pg)</i></p> <p><i>Cronología (1pg)</i></p>	<p>-En clase: 6 presentaciones de Literarcy Journey Box</p>
<p>Semana 5</p> <p>18 y 20 de septiembre</p>	<p>“¿Qué es la literatura Latinx y para quién es?”</p> <p>-Premios de literatura infantil</p>	<p>Para lunes</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 2 pp. 31-37 <p>Para miércoles</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 2 pp. 38-46 	<p>-En clase: 6 presentaciones de Literarcy Journey Box</p>
<p>Semana 6</p> <p>25 y 27 de septiembre</p>	<p>Mirrors, Windows & Doors</p>	<p>Para lunes</p> <ol style="list-style-type: none"> 1. <i>Foggy Mirrors, Tiny Windows & Heavy Doors</i> by Grace Enriquez <p>Para miércoles</p> <ol style="list-style-type: none"> 1. <i>Through the Sliding Glass Door: #EmpowerTheReader</i> by Johnson et al., 2017 	

		2. <i>Entregar: Discussion Board Post #1</i>	
Semana 7 2 y 4 de octubre	“Culturally Authenticity & Selection Criteria “	<p>Para lunes</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 3 pp. 47-56 <p>Para miércoles</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 3 pp. 57-68 	
Semana 8 9 y 11 de octubre	Representación de la comunidad Latinx en libros para niños	<p>Para lunes</p> <ol style="list-style-type: none"> 1. <i>Martinez-Roldan (2013)</i> • <i>Entregar: Discussion Board Post #2</i> <p>Para miércoles</p> <ol style="list-style-type: none"> 1. Towards a humanizing pedagogy: Using Latinx children’s literatur with early childhood students by Sandra Lucia Osorio (2018) 	<p>- Respondiendo y discutienco <i>Martinez-Roldan (2013)</i></p> <p>-Decidiendo parejas para el proyecto final</p>
Semana 9 16 y 19 de octubre	<p>“Using Latinx Children’s Literature”</p> <p>y</p> <p>Introducción de estrategias de círculos</p>	<p>Para lunes</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 4 pp. 69-86 <p>Para miércoles</p> <ol style="list-style-type: none"> 1. López-Robertson: Chapter 4 	Estudio de Autor

<p>Semana 10</p> <p>23 y 26 de octubre</p>	<p>Pláticas Literarias</p>	<p>Para lunes</p> <p>1. <i>La primera regla del punk</i>, Ch 1-9, 1-90</p> <p>Para miércoles</p> <p>1. Initiating literature circles in a first-grade bilingual classroom by Carmen M. Martinez-Roldán & Julia M. López- Robertson</p>	
<p>Semana 11</p> <p>26 de octubre y 1 de noviembre</p>	<p>Home, School, & Community Connections</p>	<p>Para lunes</p> <p>1. <i>La primera regla del punk</i>, Ch 10-17, pg 91-163</p> <p>Para miércoles</p> <p>1. <i>Leija</i> (2020)</p> <p>Entegrar Ensayo</p>	
<p>Semana 12</p> <p>6 y 8 de noviembre</p>	<p>Maestras/os como autoras/es</p>	<p>Para lunes</p> <p>1. <i>La primera regla del punk</i>, Ch 18-28, pg 164-245</p> <p>Para miércoles</p> <p>1. España y Herrera Chapter 3 pp. 63-75</p> <p>Entegrar Zine</p>	

Clase 13 13 y 15 de noviembre		Para lunes 1. <i>La primera regla del punk</i> , Ch 29-39, Pg 246-331 Para miércoles 1. Zapata, et al. (2015)	
Thanksgiving Holiday			
Clase 14 4 y 6 de diciembre	Co-authored Children's Book Project <i>Entregar: Libro</i>		-Celebrating Final Book Presentations

Publishers of Children's Books about Latinx Themes:

-Piñata Books <http://www.arte.uh.edu/pinata/about/index.aspx>

-Cinco Puntos Press <http://www.cincopuntos.com/>

-Lee & Low <http://www.leeandlow.com/>

-Groundwood Books <http://www.groundwoodbooks.com>

-Del Sol Books <http://www.delsolbooks.com>

UNT's Standard Syllabus Statements

Academic Integrity Standard and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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 reach out to me for a conversation before submitting your work. (statement from Boston College Center for Teaching Excellence)

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 the 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](http://www.unt.edu/oda) 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.

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.

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.

Policy on Children in Class/Working from Home

I fully support parents and guardians attending school. As the university does not have a formal policy on children in the classroom, the policy described here is a reflection of my own beliefs

and commitments (and with all due credit to Dr. Melissa Cheyney at Oregon State University who circulated her own policy through social media).

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child or finding childcare, which can be a burden in many ways. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

Personal Pronoun Use (She / He / They / Ze / Etc)

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

Department Syllabus Statements

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

Educator Standards Addressed in this Course

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate.

Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS:

Standards required for all Texas beginning teachers fall into the following 6 broad categories: (1) Standard 1--Instructional Planning and Delivery.

1. Standard 1Ai,ii,iv
2. Standard 1Bi,ii (Lesson design)

(2) Standard 2--Knowledge of Students and Student Learning

(3) Standard 3--Content Knowledge and Expertise

(4) Standard 4--Learning Environment

(5) Standard 5--Data-Driven Practice

(6) Standard 6--Professional Practices and Responsibilities

Standards and competencies for Bilingual Supplemental Certification

Competency 001 (Foundations of Bilingual Education; concepts of bilingualism/biculturalism)

1.D., 1.G., 1.H., 1.I., 1. J. (Reinforce bilingual identity, bilingual education models and how they inform instructional decisions, learning environments that are sensitive to student backgrounds)

Competency 002 (Processes of 1st/2nd language development and apply this knowledge) 2.D. (knowledge of linguistic concepts/models to select linguistically appropriate methods)

Competency 003 (Knowledge of development of development/assessment of literacy in L1)

3.A., 3.D. (Patterns in literacy development in L1 and Spanish language arts curriculum for EC-6)

Competency 004 (Comprehensive knowledge of content area instruction in L1/L2 to promote academic achievement)

4.C. (Strategies for integrating language arts skills in L1 and L2 into content area to promote linguistic and cognitive development)

Bilingual Target Language Proficient Test (BTLPT)

Standard II (Derive information, interpret meaning, and evaluate oral communication)
Competency 002 (Apply literal, inferential, interpretive, and critical reading skills to authentic materials written in target language that are relevant to bilingual classroom) Domain II (Reading Comprehension)

A., B., C., D. (Understands main idea of authentic materials, literal content of authentic materials, materials relevant to TEKS and school environment, critical reading skills)

Standard III (Construct effective interpersonal and presentational oral discourse) Domain III (Oral expression)

Competency 003 (Construct effective and appropriate oral discourse for various audiences and purposes relevant to bilingual classroom/contexts)

A., B. (Oral discourse to explain, narrate, describe through correct verb tenses; general and content area vocabulary found in TEKS)

Standard IV (The teacher is able to write effective interpersonal and presentational discourse in the target language)

Domain IV (Written expression)

B., C. (Develops written lesson plans/materials in target language, aligned to TEKS, communicate information and to write about topics relevant to bilingual education; use written language to persuade and exhibiting cultural knowledge, sensitivity, and using appropriate vocabulary, grammar, accents)