

**EDRE 4840: Linguistically Diverse Learners- Fall 2022**

**COURSE NUMBER/SECTION:**

EDRE 4840.001 Mondays & Wednesdays – 12:30-1:50pm

**INSTRUCTOR:** Rachel Ranschaert, PhD (she/her/hers)

**PLEASE CALL ME:** Dr. Ranschaert (ran-shirt)

**OFFICE:** Matthews Hall, 205F (Enter through 204 suite door)

[rachel.ranschaert@unt.edu](mailto:rachel.ranschaert@unt.edu)

**STUDENT HOURS:** **Wednesdays 2-4pm (in person or virtual) by appointment.**

Please reach out via email to let me know you're coming or to set up a meeting outside of office hours. Use this Zoom [link](#) for virtual appointments.

**CLASS MEETINGS:** Mondays & Wednesdays – 12:30-1:50pm; Matthews Hall Room 112

**AN IMPORTANT ACKNOWLEDGEMENT**

Our society is currently undergoing multiple pandemics and crises. As a result many of us may be facing unpredictable schedules or increased responsibilities as well as financial, physical, and mental health challenges. With that being said, I am here to support you in any way that I can. In this class, it is critical that we are sensitive to each other's needs during this time. If you find yourself in a difficult situation, please communicate with me so that we can brainstorm what works best.

**COURSE INTRODUCTION**

In the United States, the public school system's student population includes many linguistically diverse students. Classroom teachers must be ready, willing, and able to meet the needs of bi/multilingual students in their instructional programs. Linguistically diverse children present a wonderful opportunity for teachers to apply theory-based research and instructional methods that enrich their classrooms on many levels. This course will enable students to increase their awareness and understanding of linguistically diverse children, the language processes they experience, systems of oppression that have historically played a role and continue to impact the educational experience, and the equitable and anti-racist instructional practices to incorporate that facilitate justice for linguistically minoritized students. The course emphasizes language and literacy, but much regard will be focused on the critical ways of knowing related to language and learning experiences in order to center the lives of linguistically diverse youth who have been historically marginalized.

**FOCUS ON EQUITY & EQUITABLE PRACTICES**

Acknowledging the pluralism of linguistically diverse populations, this course focuses on the literacy needs and the variety of language learning strategies of our diverse school populations. Students in the class are expected to be sensitive to and responsible for the needs of all students in their instructional planning, material selections, and proposed activities. In addition, students are expected to **broaden** their knowledge base of multicultural issues, including: language differences; economic disparities; and cultural variations, and to evidence growing **critical** insight into these perspectives in their assignments as they prepare to work in public school classrooms. This insight is particularly important if teachers intend to provide excellent instruction for Communities of Color.

**Critical Conversations:** Critical discourse is essential for productive engagement in questioning our environments, addressing social injustices, and making a difference in our communities. This course addresses material that may be personal and therefore, potentially sensitive topics such as racism, antiBlackness, white supremacy, privilege, class, inclusion, gender, dis/ability, etc., will be discussed. As a member of our community, we are all expected to be respectful of ideas, beliefs, and opinions that

may be different than our own. You are encouraged to engage in thoughtful and productive dialogue that will help us grow as scholars; however, personal attacks on individuals will not be tolerated. If you find yourself having difficulty with this, please contact me immediately, so that we can collaboratively discuss ways on how to proceed forward.

### READING MATERIALS

Espinosa, C. M., & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers*. New York, NY: Scholastic.

**\*\*Other course materials such as journal articles, book chapters, podcasts, and curriculum materials are available on our course Canvas site.\*\***

### OTHER RELATED RESOURCES

**Resources:** Texas Education Agency websites, LPAC Manual, Learning for Justice, Disrupt Texts, Black Language Syllabus and We Need Diverse Books websites.

### COURSE OBJECTIVES

At the end of this course, students should be able to:

1. describe and understand the plurality of linguistically diverse children and their language and literacy practices.
2. describe, discuss, compare and contrast the nature of language, language acquisition, and language learning.
3. describe the features of the Mainstream American English (MAE) and understand the complexity of linguistic privilege that is connected to the language in ways that may impact linguistically diverse children.
4. describe the features of language varieties (such as Spanglish, Mexican American English, and Black Language) and how to center them in instructional practice.
5. identify sources of culturally-responsive/sustaining materials and activities for the linguistically minoritized student in the bilingual, ESL classroom, and/or the content area.
6. establish anti-racist and equitable learning environments and pedagogies that are supportive of culturally and linguistically diverse students.
7. provide instruction that honors Communities of Color and their language and literacy practices, reflects the interrelationships of reading, writing, listening, and speaking and facilitate students' abilities to construct and convey meaning.
8. analyze and evaluate instructional materials such as children's/YA literature, textbooks, websites, lesson plans, assessments, etc. using knowledge of language/cultural diversity, anti-racist and culturally sustaining pedagogies.

### COURSE EVALUATION

<b>Participation/ Classwork</b>	<b>5%</b>
<b>Cultural &amp; Linguistic Autoethnography</b>	<b>20%</b>
<b>Critical Reading Response Journal</b>	<b>30%</b>
<b>Diverse Children's Book Analysis &amp; Group Presentation</b>	<b>15%</b>
<b>Diverse Children's Book Critical Mini Unit Plan</b>	<b>30%</b>
<b>Total Evaluation Points</b>	<b>100%</b>

### COURSE GRADING SCALE

<b>A</b>	<b>100-90%</b>
<b>B</b>	<b>89-80%</b>
<b>C</b>	<b>79-70%</b>
<b>D</b>	<b>69-60%</b>
<b>F</b>	<b>59% and below</b>

## MAJOR ASSIGNMENTS

Brief descriptions of major assignments are described below with corresponding due dates. **Please refer back to this throughout the semester.** A more detailed assignment sheet and evaluation rubric will be provided a few weeks before each assignment is due. Please note that my preference is double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

### **Critical Reading Response Journal (30%); Due on various weeks (see calendar)**

Students will prepare three, written responses to the assigned readings. In these responses, you will make connections between your academic and personal life experiences and the course readings. Responses should be between 300-450 words and must contain APA citations to readings.

### **Cultural & Linguistic Autoethnography (20%); Due October 19**

You will write a 4-6 page reflective paper about your cultural and linguistic histories, identities, and experiences. The main components of this paper will be: your family's cultural and linguistic histories, connections from your cultural and linguistic histories to the course readings and materials, lectures, and discussions, your personal cultural and linguistic identities, reflections on how your cultural and linguistic histories, identities, and schooling experiences will affect your future career as an educator.

### **Diverse Children's Critical Book Analysis & Presentation (15%); Due October 31**

In groups, students will select a diverse children's book (appropriate for the grade level(s) that you want to teach) and critically analyze/evaluate the text for any instances of language ideologies, cultural and gender stereotypes, racism, sexism, etc. As a group, students will share their findings in a presentation with the class.

*This presentation should be **original**, based on what we have covered in this course. Please do not consult materials found on Teachers Pay Teachers or Read Write Think. If you need inspiration, please use [Learning for Justice](#) or other course-related recommended sources.*

### **Diverse Children's Book Critical Mini Unit Plan (30%); Due December 7**

After choosing a diverse children's text, students will create an integrated, critical mini unit plan grounded in **at least** one of the pedagogical approaches covered in the course. You will design 2 lesson plans using this approach. Lesson plans will include content and language objectives, academic standards (TEKS), instructional strategies, activities, and assessments that align with critical pedagogical approaches that support and advocate for culturally and linguistically diverse students.

### **Participation/ Classwork (5%)**

Students will be expected to be an active participant during class. This includes class attendance, completing all coursework, and participating in discussions.

## COURSE OUTLINE/CALENDAR

\*This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion to enhance the learning experiences of students.

Week/ Dates	Topics	Readings/Activities Due (before class)	Assignments Due
<b>Introduction to Linguistically Diverse Learners &amp; Theoretical Concepts</b>			
<b>Week 1</b> August 29	Course Introduction		
<b>Week 1</b> August 31	Linguistic Diversity in the U.S.	Takacs (2003) Espinosa & Ascenzi-Moreno (2021) Introduction	<b>Online Survey</b>
<b>Week 2</b> September 5	<b>NO CLASS: LABOR DAY</b>		
<b>Week 2</b> September 7	Creating a Multilingual Classroom Landscape	Espinosa & Ascenzi-Moreno (2021) Ch. 2 García & Kleifgen Ch. 2	<b>Critical Reading Response #1</b>
<b>Week 3</b> September 12	Bi/Multilingual Programs & Policies	García & Kleifgen Ch. 3 "A Brief Look at the History of Bilingual Education in the United States" (Rethinking Schools, 2017)	
<b>Week 3</b> September 14	Bi/Multilingual Programs & Policies	"A Brief Look at the History of Bilingual Education in the United States" (Rethinking Schools, 2017)	
<b>Week 4</b> September 19	Translanguaging Pedagogies & Practice	Espinosa & Ascenzi-Moreno Ch. 1 García, Johnson, & Seltzer (2016) p. 1-16	
<b>Week 4</b> September 21	Translanguaging Pedagogies & Practice		<b>Critical Reading Response #2</b>
<b>Language, Identity &amp; Culture</b>			
<b>Week 5</b> September 26	Linguistic Privilege; Debunking Standard English	Lippi-Green - The Standard Language Myth (p. 55 – 64)	

<b>Week 5</b> September 28	Linguistic Privilege; Debunking Standard English	<a href="#">Grammar Not-zi Podcast Episode</a>	
<b>Week 6</b> October 3	Dis/ability & Bilingualism; Intersectionality	Cioé-Peña (2017) Read "Teaching at the Intersections"	
<b>Week 6</b> October 5	Dis/ability & Bilingualism; Intersectionality		<b>Critical Reading Response #3</b>
<b>Week 7</b> October 10	Language Varieties- Black Language, Spanglish/Mexican American English	Baker-Bell (2020) Ch. 1	
<b>Week 7</b> October 12	Language Varieties- Black Language, Spanglish/Mexican American English	<b>CHOOSE ONE:</b> España & Herrera (2020) Ch. 1 "Spanish is becoming famous": Youth perspectives on Spanish in a changing youth community (Paris, 2011)	
<b>Critical Pedagogical Approaches &amp; Curriculum Practices</b>			
<b>Week 8</b> October 17	Supporting Multilinguals & The Reading Process	Espinosa & Ascenzi-Moreno Ch. 3 Espinosa & Ascenzi-Moreno Ch. 4  <i>For more guidance on critically selecting diverse texts: Celic &amp; Seltzer (2011) p. 11-19</i>	
<b>Week 8</b> October 19	Supporting Multilinguals & The Reading Process		<b>Cultural &amp; Linguistic Autoethnography</b>  <b>Diverse Children's &amp; YA Book Selections</b>
<b>Week 9</b> October 24	Translanguaging & Reading	Espinosa & Ascenzi-Moreno Ch. 5  <i>For more guidance on translanguaging, watch this video:</i> <a href="https://www.youtube.com/watch?v=USRW-NXJVFc">https://www.youtube.com/watch?v=USRW-NXJVFc</a>	
<b>Week 9</b> October 26	Translanguaging & Reading	<b>**SPONGE WEEK**</b> <i>Possible guest speaker</i> 😊	

<b>Week 10</b> October 31	Reading Diverse Children's Books		<b>Diverse Children's Book Analysis</b>
<b>Week 10</b> November 2	Reading Diverse Children's Books		<b>Diverse Children's Book Analysis</b>
<b>Week 11</b> November 7	Reading Assessments for Multilinguals from Critical Perspectives	Espinosa & Ascenzi-Moreno Ch. 6	
<b>Week 11</b> November 9	Supporting Multilinguals & The Writing Process	Espinosa & Ascenzi-Moreno Ch. 7	
<b>Week 12</b> November 14	Culturally Responsive Teaching & Writing; Family Engagement	Espinosa & Ascenzi-Moreno Ch. 8	
<b>Week 12</b> November 16	Culturally Responsive Teaching & Writing; Family Engagement	Flores (2018)	
<b>Week 13</b> November 21	Final Project Workshop Day		<b>Final Project Draft</b>
<b>Week 13</b> November 23	<b>NO CLASS: THANKSGIVING HOLIDAY</b>		
<b>Week 14</b> November 28	Writing Tools & Assessments for Multilinguals	Espinosa & Ascenzi- Moreno Ch. 9	
<b>Week 14</b> November 30	Writing Tools & Assessments for Multilinguals	Espinosa & Ascenzi-Moreno Ch. 10	
<b>Week 15</b> December 5	Final Reflections & Course Wrap-Up		<b>Diverse Children's Book Critical Unit Plan</b>

## COURSE POLICIES:

**Attendance:** This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to the learning of everyone in our course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. University policy 06.039 will be followed for attendance problems. If necessary, students may miss one class with a valid excuse (see university policy for excused absences) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). Students must let the instructor know as soon as possible if they will be missing class. It is the student's responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus regardless of student absences. A second absence will result in a loss of points from the total grade (see table below). In the event that a student misses four (4) or more classes, they will receive a failing grade. Students who miss more than one hour of class will be considered absent from that class meeting. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note: it is the student's responsibility to drop this course, if necessary.

# of Absences	Total participation points for the class (out of 10 points)
0 -2	10
3	7
4	3
5 or more	You will automatically receive an F for your final grade

**Canvas:** We will be using Canvas to maintain our class website throughout the course and all assignments should be uploaded there. Course materials (i.e. PowerPoint slides, syllabus, etc.) and announcements will be available on Canvas. You are expected to check Canvas frequently regarding announcements.

**Instructor Communication Policy:** Emails to your instructor regarding course assignments and other class business should be sent at least 48 hours prior to the due date or date of meeting. You may expect a response to email correspondence within 24 hours during weekdays. Please note that this time frame may be extended during the weekend. **Your instructor will not respond to emails/other methods of communication between the hours of 8:00 p.m. and 8:00 a.m.** Please plan accordingly!

**Kid-Friendly Environment:** Balancing school and life as a parent or caregiver is quite the challenge! I believe that individuals can have dual roles as parents and students if they choose to. Therefore, our classroom space will always be welcoming and inviting of children and family members of all ages!

**Late Work:** All assignments and postings are due on the day designated in the course agenda by 11:59pm (for example, if an assignment is due on 9/10, the assignment is due by 11:59pm on 9/10). In the case of an emergency if you need extra time before a due date, please discuss it with me and together we will decide on a timeline for completion. Please remember to honor this commitment.

**Oopsie Policy:** Each student will have one opportunity to utilize an extension (no questions asked) once per semester; however, the late assignment cannot be submitted more than 7 days past the original

due date for full credit. *Students should indicate in their Canvas submission that they are using the Oopsie policy.*

**Participation:** This course will be largely based on critical discussions to help us grow as scholars and future educators, with some lecture to facilitate and scaffold our foundational knowledge and learning. Therefore, active participation (including your reading, writing, and inquiry) largely determines our journey together through this course. Come to class each day prepared to discuss the assigned readings. Please share your connections, understandings, wonderings, questions, disagreements, and/or agreements. By not attending class and/or actively engaging each time (participation doesn't always look the same—we will discuss this) will negatively impact your final grade.

**Tardies:** Excessive tardiness (more than 15 minutes) will be considered as an absence. Likewise, leaving class 15 or more minutes before the end of class will be counted as an absence. Three tardies count as 1 absence.

**Expectations for Assignments:** Transmit only WORD documents to Canvas (no PDFs). *Please do not email assignments.*

### **Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars**

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

#### **Mission**

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

#### **Vision**

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

#### **Teacher Education & Administration Departmental Policy Statements**

**Academic Integrity Standards 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.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](https://disability.unt.edu).



**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](mailto: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](http://www.spot.unt.edu) or email [spot@unt.edu](mailto: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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

## UNT TEACHER EDUCATION PROGRAM COMMITMENTS

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural and socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

## Teacher Preparation at The University of North Texas Core Commitments

Commitments->	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
<b>Identity</b>	<b>We are</b> individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	<b>We value</b> and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	<b>We practice</b> humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	<b>We imagine</b> schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
<b>Inquiry</b>	<b>We are</b> intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	<b>We value</b> young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	<b>We practice</b> curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	<b>We imagine</b> a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
<b>Advocacy &amp; Activism</b>	<b>We are</b> activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	<b>We value</b> and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	<b>We practice</b> activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	<b>We imagine</b> metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
<b>Communities</b>	<b>We are</b> members of a multiple communities— connected in ways that make our successes intertwined.	<b>We value</b> inclusive learning communities that connect us within and outside of our classrooms.	<b>We practice</b> humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	<b>We imagine</b> schools as sustaining intersecting ways of being, knowing, and languaging.

## STANDARDS AND COMPETENCIES

### 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:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning.

Standard 3--Content Knowledge and Expertise.

Standard 4--Learning Environment.

Standard 5--Data-Driven Practice.

Standard 6--Professional Practices and Responsibilities.

**NEW EDUCATOR STANDARDS:** The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, the National Teachers of English for Speakers of Other Languages (TESOL) standards, and the Science of Teaching Reading standards.

### **Cross-Curricular English Language Proficiency Standards (Texas Statute 74)**

(1) Cross-curricular second language acquisition/learning strategies. The EL uses language-learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(2) Cross-curricular second language acquisition/listening. The EL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(3) Cross-curricular second language acquisition/speaking. The EL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(4) Cross-curricular second language acquisition/reading. The EL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in

reading. In order for the EL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.

(5) Cross-curricular second language acquisition/writing. The EL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the EL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.

Here is the link to the Statutory Authority and the ELPS:

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

VIII. EDRE 4840: Linguistically Diverse Learners Course Objective	Corresponding PPR	Corresponding ELPS/TEKS
1. TSW- <i>describe origins and experiences of linguistically diverse learners.</i>	<b><i>The beginning teacher knows and understands:</i></b> 1.5k cultural and socioeconomic differences and the significance of those differences for instructional planning; 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);	74.4.c.1.A 74.4.c.3.E
2. TSW- <i>describe the refugee and immigrant experience and the impact on teaching and learning.</i>	2.1s interact with students in ways that reflect support and show respect for all students; 2.13k theories and techniques relating to managing and monitoring student behavior 2.18k appropriate responses to a variety of student behaviors and misbehaviors.	
3. TSW- <i>describe the nature of language and language learning.</i>	1.8k relevant content of the discipline being taught, including concepts, principles, relationships, methods of inquiry, and key issues; 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.	74.4.c.5.A 74.4.c.5.E 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4
4. TSW- <i>discuss, compare and contrast language acquisition and language learning.</i>	3.1k the importance of clear, accurate communication in the teaching and learning process 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts	74.4.c.2.A 74.4.c.5.D 74.4.d.1 74.4.d.2 74.4.d.3 74.4.d.4
5. TSW- <i>describe the features of the English language that may cause problems for linguistically diverse students.</i>	1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs 1.8s demonstrate awareness of common	74.4.c.1.B 74.4.c.2.B 74.4.c.3.B 74.4.c.5.C

	student misconceptions or likely sources of	74.4.d.1
	student error in relation to particular content;	74.4.d.2
		74.4.d.3
		74.4.d.4
6. TSW- <i>identify</i>	1.2k adapt lessons to address students' varied	74.4.c.1.G

### **InTASC Standards (Model Core Teaching Standards and Learning Progressions for Teachers)**

#1 and #2: Learner Development and Learning Differences.

#3: Learning environments

#6: Assessment

#7: Planning for Instruction

#8: Instructional Strategies

### **Science of Teaching Reading Standards**

#### **Domain I: Reading Pedagogy**

- **Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading**
  - C. Apply knowledge of the interconnected nature of listening, speaking, reading, writing, and thinking by planning reading instruction that reflects an integrated and recursive model of literacy.
    - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)
  - J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.
    - (Readings, Lecture/Discussion, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
  - K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.
    - (Readings, Lecture/Discussion, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
  - P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).
    - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
  - Q. Demonstrate knowledge of basic linguistic terminology and concepts used in reading instruction (e.g., phoneme, morpheme, inflectional suffix, derivational affix, prosody), including identifying the role of various language systems (e.g., phonology, morphology, syntax, semantics, discourse, pragmatics) involved in oral language and literacy development.
    - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography)

- **Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment.**
  - G. Demonstrate knowledge of techniques for determining students' independent, instructional, and frustration reading levels and how to use the results for various purposes (e.g., selecting appropriate instructional materials for a given lesson, including for differentiated instruction; guiding students' selection of independent reading materials).
    - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)

## **Domain II: Reading Devel Found**

- **Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.**
  - H. Demonstrate knowledge of the importance of English learners' home language as an asset that provides an essential foundation for their oral language and literacy development in English, and apply knowledge of research-based strategies and best practices for facilitating language transfer by helping English learners make cross-language connections (e.g., explicitly pointing out words that are cognates in English and the home language, using objects or pictures from students' home cultures to connect new English words with familiar meanings).
    - (Readings, Lecture/Discussion, Diverse Children's Book Integrated Mini Unit Plan)
  - I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to expand and extend their English language skills as they build on their strengths in the home language).
    - (Readings, Lecture/Discussion, Critical Reading Response Journal)
  - J. Demonstrate knowledge of the characteristic features of the four English language proficiency levels as described in the Texas English Language Proficiency Standards (ELPS) (i.e., beginning, intermediate, advanced, and high advanced) in order to plan appropriate language and literacy instruction for English learners.
    - (Readings, Lecture/Discussion, Critical Reading Response Journal, Diverse Children's Book Integrated Mini Unit Plan)
  - K. Demonstrate knowledge of culturally responsive instruction, including research-based strategies and best practices for supporting English learners' oral language, literacy, and concept development across academic disciplines as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., identifying and aligning relevant language objectives with content-area lessons; using appropriate scaffolds, particularly visual cues, to support understanding).
    - (Readings, Lecture/Discussion, Cultural & Linguistic Autoethnography, Critical Reading Response Journal, Diverse Children's Book Analysis & Integrated Mini Unit Plan)
- **Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and**

**demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.**

- I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.
  - (Readings, Lecture/Discussion, Critical Reading Response Journal)

### NOTEWORTHY

**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 contact me: <https://deanofstudents.unt.edu/resources/food-pantry>

**University Mental Health Services:** I recognize that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. 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 see me for more support on this, call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

### SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://deanofstudents.unt.edu/resources>. You can reach a respondent advisor or peer advocate through e-mail at <https://deanofstudents.unt.edu/conduct/respondent-advisors-and-peer-advocates> or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

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