

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**SYLLABUS****(Subject to Modifications as Needed)****FALL 2015****(August 25th to December 10th, 2015)****I. COURSE TITLE:** Bilingualism and Multiculturalism: Issues and Perspectives**COURSE NUMBER AND SECTIONS:** EDBE 3480 Sections 2 and 4

- II. INSTRUCTOR:** **Rossana Ramirez Boyd, Ph. D.**
Office Location: Matthews Hall, 206 D
Phone Numbers: Office: 940-565-2933, Cell: 940-391-4800
Office Hours: Tuesdays, 10:00 AM to 1:00 PM and
Thursdays, 10:00 AM to 1:00 PM
E-mail Address: Rossana.boyd@unt.edu
Class meetings: TTH, Section 2, 3:30 - 4:50 PM, WH 121
TTH, Section 4, 2:00 - 3:20 PM, MATT 115

III. TEXTS, READINGS, AND RESOURCES

Bennett, C. (2015). *Comprehensive Multicultural Education: Theory and Practice* (Eighth Edition). Boston: Allyn & Bacon.

Recommended Readings

Castro, D., Ayankoya, B., & Kasprzak, C. (2011). *New Voices, Nuevas Voces. Guide to Cultural and Linguistic Diversity in Early Childhood*. Baltimore: Paul H. Brookes Publishing, Co.

IV. CATALOG COURSE DESCRIPTION

Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society. Required for teacher education majors seeking EC-6 Core subjects and Special Education, EC-6 Core subjects with ESL or Bilingual Supplemental, and 4-8 Core subject and ESL Supplemental.

Rationale for Course Objectives and Assignments

Why should you want to study Bilingualism and Multiculturalism? You will be educating children from diverse backgrounds and you want to know how to help them succeed in the classroom and in life. Every day you are surrounded by people that may have a different culture, language, race, ethnicity, gender, sexual orientation, religion, socioeconomic level, and disabilities. Every choice you make about how you will interact with them and how you will develop relationships with them incorporate important principles and tenets. Practicing those will help you understand how children and their parents make choices, how they behave, what they value, and how you can become a culturally competent teacher. I LOVE this course! And it is my hope that by the end of the semester you will have developed knowledge, skills, and your own multicultural competence in working with linguistically diverse children and parents. The course objectives and content are aligned with the State Board of Educator Certification standards for bilingual and ESL education. Also, they are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL).

V. COMPETENCY- BASED LEARNING OBJECTIVES DOMAIN I – Bilingual Education

Competency	Sub-competencies	
	The beginning ESL/Bilingual teacher:	
001 The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.	C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.	NABE Perspectives Magazine, Sept. Oct. 2011
	D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.	Ch. 1, Ch. 2
	I. Knows how to create an effective bilingual and multicultural learning environments (bridging the home and school cultural environments).	Ch. 10
	J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).	Ch.12

Domain III – Foundations of ESL education, cultural awareness and family and community involvement.

Competencies	Sub-competencies	
	The beginning ESL/Bilingual teacher:	
009 Competency 009 The ESL Teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.	A. Understand cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, religion, exceptionalities).	Ch. 4, 5, 6, 7, 8, 9
	B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students' learning and language acquisition.	Ch. 11
	C. Knows factors that contribute to cultural bias (e.g., stereotyping prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.	Ch. 3
	D. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.	Ch. 9
	E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.	Ch. 13

How the Course is Organized

This course is divided in 16 weeks with readings, viewing videos, conducting activities in class, and developing assignments. These are related to the competencies and sub-competencies that the state of Texas expects teachers to know and be able to do. There will be four graded quizzes, one every two chapters, one mid-term exam and one final exam. The key assignment of the course is a project related to you having a multicultural experience.

The course will use Blackboard for emails with the instructor, to take the timed quizzes and exams, to record grades in the gradebook online, for announcements, and to post materials of interest to you such as the syllabus and the program handbook. The syllabus contains specific details about the expectations for each assignment.

Course Requirements

- Be punctual to class
- Purchase the required textbook and bring it to every class;
- Review the syllabus in its entirety;
- Follow all the course instructions found in the weekly assignments descriptions;
- Turn in the key assignment in TK20 as a WORD file;
- Take the quizzes and tests online on the due dates.

Other Course Requirements

Attendance

ABSENCES

For courses offered 2 times per week	For course offered 3 times per week	For courses offered 1 time per week
0 – 2 unexcused absences = 10 points	0 – 3 unexcused absences = 10 points	0 – 1 unexcused absence = 10 points
3 unexcused absences = 7 points	4 unexcused absences = 7 points	2 unexcused absences = 7 points
4 unexcused absences = 4 points	5 unexcused absences = 4 points	3 unexcused absences = 4 points
5 unexcused absences = 1 point	6 unexcused absences = 1 point	4 unexcused absences = 1 point
6 unexcused absences = withdraw from the class and/or ARR Committee Referral	7 unexcused absences = withdraw from the class and/or ARR Committee Referral	5 unexcused absences = withdraw from the class and/or ARR Committee Referral

TARDIES

If showing up for class more than 10 minutes late or leaving 10 minutes before class ends.

0-2 tardies = no points deducted
3 tardies or leaving early 3 times = 3 unexcused absences = - 3 points
More than 3 tardies or more than 3 times leaving early = 4 unexcused absences = - 6 points and ARR Committee Referral

LATE WORK POLICY

Assignments turned in after the due date will be deducted 20 percent for each day that the assignment is late (i.e. one day late = 20% reduction; two days late = 40% reduction). No assignments will be accepted if submitted after three days of the due date.

MAKE UP WORK

Make up work will be allowed for students who have excused absences only:

EXCUSED ABSENCES are:

- 1) Attendance to conferences with prior permission by the instructor.
- 2) In case of death in the family, obituary evidence will be required.
- 3) In case of illness, a doctor's note will be required.
- 4) Extraneous circumstances such as accidents, inclement weather, emergencies, or epidemics will be dealt with on a case by case basis.

Semester Drop Dates

If for any reason you have to drop the course, deadlines and information can be found at <http://essc.unt.edu/registrar/schedule/spring/withdraw.html#drop>).

Support for Students with Disabilities

UNT provides academic adjustments and auxiliary aids to individuals with disabilities. If you need a reasonable accommodation because of a disability to fully participate in this course, please contact the Office of Disability Accommodation at 940-565-4323. Please make the request during the first week of class or as soon as possible to allow sufficient time to obtain authorized documentation and to arrange the reasonable accommodation.
<http://www.unt.edu/oda> or <http://disability.unt.edu/services/taglines>

Student Technical Support

The University of North Texas provides technical support in the use of Blackboard. The student help desk may be reached at: helpdesk@unt.edu, phone: 940-565-2324, or in person at UNT Sage Hall, Room 130. Regular hours are maintained to provide support to students. Please refer to the website <http://www.unt.edu/helpdesk/hours.htm> for updated hours.

Additionally, UNT offers other support services such as:

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/>

Counseling: <http://studentaffairs.unt.edu/counseling-testing-services>

Student Conduct

Expectations for behavior in this course are in accord with the Code of Student Conduct: Student Behavior that interferes with an instructor's ability to conduct a course or other student's 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 course and the instructor may refer the student to the Dean of Students at the Center for Student Rights and Responsibilities 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 classrooms, labs, discussion groups, field trips, etc." See www.unt.edu/csrr and the Code of Student Conduct at: www.deanofstudents.unt.edu.

VIII. COMMUNICATION

To communicate with me you can call me using my office phone, my cell phone, you can send me text messages, or you can contact me via e-mail in Blackboard (BB). Our preferred mode of communication will be emails in BB. You can also visit me during office hours or make an appointment.

Eagle Connect

All official correspondence between UNT and students outside of Blackboard is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

IX. ASSESSMENT AND GRADING

There will be four quizzes of 10 points each, one mid-term and a final exam of 15 points each, and a project of 30 points for a total of 100 points. Students will be able to monitor individual grade results and check progress via the online gradebook in Blackboard. The quizzes and exams will be taken in Blackboard on the due dates and the final assignment must be sent as a WORD document in TK20.

Below is the grading scale for the course, followed by an assignments' summary, the required assignments and assessments, and a detailed description of each week's assignment.

EVALUATION CRITERIA

The following is the grading scale for the course:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F



X. ASSIGNMENTS' SUMMARY

IMPORTANT: THE USE OF THE TEXT MATERIALS AND YOUR ATTENDANCE TO CLASS ARE CRITICAL TO YOUR SUCCESS IN THIS COURSE. IF A STUDENT DOES NOT BRING THE MATERIALS TO CLASS HE/SHE WILL BE GIVEN THE OPPORTUNITY TO GO TO THE BOOKSTORE TO PURCHASE ONE.

ASSIGNMENTS	GRADE POINTS AND DUE DATES
Weeks 1 to 15, Attendance refer to page 4	10 points
Week 1, Introductions, Syllabus, Ch. 1	
Week 2, Ch. 2	
Week 3, Quiz 1 (Ch. 1, 2)	10 points, Due on Sept. 8
Week 4, Ch. 4	
Week 5, Quiz 2 (Ch. 3, 4)	10 points, Due on Sept. 22
Week 6, Ch. 6	
Week 7, Mid-term (Ch. 5, 6)	15 points, Due on: Oct. 6
Week 8, Ch. 8	
Week 9, Quiz 3 (Ch. 7, 8)	10 points, Due on Oct. 20
Week 10, Ch. 10	
Week 11, Quiz 4 (Ch. 9, 10)	10 points, Due on Nov. 3
Week 12, Ch. 12	
Week 13, Ch. 13	
Week 14, Work on key assignment: Multicultural/Multilingual Experience and Planning for Teaching Project All students individually will research, experience, and plan for a culturally and linguistically diverse population. Each student will develop and turn in a report of their project in TK20. Guidelines will be provided by the instructor.	
Week 15, Complete and turn in key assignment project in Blackboard	30 points, Due on Dec. 3
Week 16, Final Exam (Ch. 11, 12, 13)	15 points – Due date TBD by UNT
Total	100 points

XI. DESCRIPTION OF WEEKLY ASSIGNMENTS

Week 1, Aug. 25 and 27

Objective: Bilingual 001. D) Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

- Attendance check
- Introductions
- Write a brief autobiography and share it with a classmate.
- Review syllabus and program handbook
- Discuss **Chapter 1**, Multicultural Schools: What, Why and How
- Discuss the **importance of creating an additive educational program that reinforces a bicultural identity.**
- Discuss the importance of understanding the differences between acculturation and assimilation.
- **Activity:** What if you are teaching a 4th grade culturally diverse classroom where students are strangers to each other, how would you reinforce bicultural identity and what type of activities would you use to promote acculturation? Ex. Books, concept of time in the community, etc.
- Why is bilingualism important?
- Why is biculturalism important?
- Why is multiculturalism important?
- Why is bilingual education important?

Week 2, Sept. 1 and 3

Objective: ESL 009. D) Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.

- Attendance check
- **Discuss Chapter 2**, Culture, Race, and the Context for Multicultural Teaching and this week's competency.
- **Activity:** Complete the Self-assessment Scale on Cultural and Linguistic Diversity (Appendix A, Castro's book. Will be provided by the instructor).
- **Review on your own for the quiz next week Chapters 1, 2, and the competencies.**

Week 3, Sept. 8 and 10**Quiz 1, 10% due on September 8**

Objective: 009. C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, and ethnocentrism) and knows how to create a culturally responsive learning environment.

- Attendance check
- Take quiz about Chapters 1, Chapter 2 and competency.
- Video: <http://www.wingclips.com/movie-clips/freedom-writers/all-about-color>
- **Discuss Chapter 3**, Race Relations and the Nature of Prejudice and this week's competency.
- **Activity:** Imagine a racial incident (Ex. fight between a black and a white student) occurs in the school where you are teaching. Explain how you could use the incident as an opportunity to teach about race relations to foster harmony, collaboration, understanding, sharing.

Week 4, Sept. 15 and 17:

Objective: 009. C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, and ethnocentrism) and knows how to create a culturally responsive learning environment.

- Attendance check
- Video: Prejudice - <http://www.wingclips.com/movie-clips/freedom-writers/how-a-holocaust-happens> (3'03")
- Be prepared to participate and discuss Chapter 4, Affirming Religious Pluralism in U.S. Schools and Society and this week's competency.
- **Activity:** This is a problem solving exercise. You will be assigned a scenario representing cultural differences. Your role will be to solve the problem and role play it to your classmates.
Prejudice: A student is telling another student a joke about Jews, How will you use that illustration to avoid prejudice?
Solution: The joke is based on an unjust stereotype
- **Review on your own for the quiz next week Chapters 3, 4, and the competency.**

Week 5, Sept. 22 and 24**Quiz 10% due on September 22**

Objective: 009. C) To know factors that contribute to cultural bias (e.g., stereotyping prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

- Attendance check
- Take quiz about Chapters 3, Chapter 4, and competency.
- Watch the videos: **Immigration through Ellis Island**, <https://www.youtube.com/watch?v=u4wzVuXPznk>
Border Crossings: <https://www.youtube.com/watch?v=olg3LyPcANQ>
- Be prepared to participate and discuss **Chapter 5 - Immigration and the American**

Dream: European American Perspectives.

- **Activity:** As a teacher
 - a) How will you create a culturally responsive learning environment when you have immigrant and non-immigrant students in your classroom?
 - b) How will you promote acculturation rather than assimilation?
 - c) What will you do about students who: want to assimilate fully, want to assimilate selectively, or want to develop a separate ethnic identity.

Week 6, Sept. 29 and Oct. 1

Objective: 009. C) To know factors that contribute to cultural bias (e.g., stereotyping prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

- Attendance check
- Watch the video, North Migration (African Americans)
- Watch the video, Beautiful Morning (Native Americans)
- Be prepared to participate and discuss Chapter 6, Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives.
- **Activity:** locate and bring to class a child's book related to the American Indian culture and another book related to the African American culture. Using a guide provided by the instructor, assess if the book is culturally relevant and appropriate.
- **Review on your own to take the Mid-term exam next week about Chapters 5, 6, and the competency.**

Week 7, Oct. 6 and 8

Mid-term 15 pts. Due on Oct. 6

Objectives:

001. C) Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.

009. E) Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

- Attendance check
- **Take Mid-term exam Chapters 5, 6, and competencies.**
- Watch the video about Cesar Chavez:
<https://www.youtube.com/watch?v=ShwCgPpAV3o>
- Read and discuss about global issues related to bilingual education, NABE Perspectives magazine:
<http://www.lib.uci.edu/online/nabe/docs/2011/NABE%20Perspectives%20v.34%20no.1%20Nov-Dec%202011.pdf>
- Be prepared to participate and discuss **Chapter 7**, Colonialism Immigration and the American Dream: Latino Perspectives.
- **Activity:** Use your computers/cell phones/IPads to search the contributions that American Latinos have made to the United States. Choose one group to focus on:

- a) Puerto Ricans,
- b) Cubans,
- c) Dominicans,
- d) Mexicans,
- e) Chicanos,
- f) Central Americans,
- g) South Americans.

Week 8, Oct. 13 and 15

Objective: ESL 009 I. Knows how to create effective bilingual and multicultural learning environments (bridging the home and school cultural environments).

- Attendance check
- Groups finish presenting
- Watch a video about Asian Americans,
<https://www.youtube.com/watch?v=R6XtVjVZnm4>
- Be prepared to participate and discuss **Chapter 8**, Contemporary Immigration and the American Dream: Asian American Perspectives.
- **Activity:** In class, determine how will you create effective bilingual and multicultural learning environments among Asian students in your classroom to bridge the home and school cultural environments:
 - a) Choose one of these Asian groups: Korean, Chinese, Japanese, Vietnamese, Filipino, Cambodians.
 - b) Create an activity that would connect the culture of the home with content area concepts taught in school. For example: using a variety of colors, forms, and lines, students will design a Kimono (activity aligned with TEKS for Kindergarten §117.2 (b) (2) (A)).
- **Review on your own for the quiz next week Chapters 7, 8, and the competency.**

Week 9, Oct. 20 and 22

Quiz 3 10% Due on Oct. 20

Objective: ESL 009 - D. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.

- Attendance check
- Take quiz #3 from chapters 7 and 8 and competencies.
- Watch the following videos about racism:
 - A Case Divided in the classroom: <https://www.youtube.com/watch?v=D0qKDq1fNw>
 - A Muslim Woman, <https://www.youtube.com/watch?v=EE7ohE9I0EA>
 - In the doctor's office, <https://www.youtube.com/watch?v=SOAbA4E88iY>
 - Sensitivity about diverse people, <https://www.youtube.com/watch?v=dfccrwUIROU>
- Prepare to discuss **Chapter 9** – U. S. Immigrants from the Middle East: Arab American Perspectives.
- **Activity:** This is a problem solving exercise. In groups of four demonstrate sensitivity to students' diverse cultural backgrounds and respect for language differences in the classroom using these examples:

- a) You have an Arab 5th girl in your class wearing a burka.
- b) You have only one Black boy in your 3rd grade class of mostly Latinos.
- c) An Indian Kindergarten girl eating her Indian Lentil Soup (Dal Shorva) that has a strong curry smell.
- d) You have a Chinese boy that has a strong Chinese accent.
- e) You have a student that just arrived from Honduras who cannot speak English.
- f) You have a student who has a particular odor, her hair and dress are always dirty.
- g) You have a student who did not turn in his field trip permission slip because his parents could not read English. He had to stay at the library all day.
- h) You have a special needs student in a wheel chair and you do not have a desk for him to use and other accommodations (ramp, handles, how to go to the bathroom, etc.)
- i) You have a student who is homeless because she lives in a car with her mom.

Week 10, Oct. 27 and 29

Objective: Bilingual 001- J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

- Attendance check
- Watch a video about a culturally responsive classroom:
https://www.youtube.com/watch?v=_uOncGZWxDc
- Watch videos about culturally responsive teaching:
<https://www.youtube.com/watch?v=xAgwmt5BRQU>
<https://www.youtube.com/watch?v=uV36efjBKRU>
- Be prepared to participate and discuss **Chapter 10**, Teaching in Linguistically Diverse Classrooms
- Focus on the promise of cultural competent teaching
- **Activity:**
 - a) How would you create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs?
 - b) Search and list of culturally appropriate materials that will address the affective needs of students (Ex. What will acknowledge their culture and language, what will value their language and culture, what will increase their self-esteem, what would make students feel successful, happy, worthy, what rewards you can give, what incentives).
 - c) Search and list instructional materials that address the linguistic needs of students (charts, word walls, pictures, artifacts, etc.)
 - d) Search and list methodologies that will help increase the cognitive abilities the students (Ex. tutoring, language and content bilingual dictionaries, study guides, etc.)
- **Review on your own for the quiz next week Chapters 9, 10, and the competencies.**

Week 11, Nov. 3 and 5**Quiz 4, 10 pts. Due on Nov. 3**

Objective: 009. E) Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

- Attendance check
- Take quiz 4 about chapters 9, 10, and competencies.
- Watch video about strategies for teaching culturally diverse students.
<https://www.youtube.com/watch?v=tPutAPc9gB8>
- Be prepared to participate and discuss **Chapter 11**, Reaching All Learners: Perspectives on Gender, Class, and Special Needs
- **Activity:** Each group will choose a question to respond to:
 - a) If you were a teacher in a high poverty school, what would be your greatest challenges?
 - b) How do you explain the fact that in many schools African Americans are often suspended, expelled, or given detentions at rates higher than their proportion of the student body?
 - c) How might teachers and schools use the social and cultural capital of peer groups to foster student success and positive classroom management?
 - d) Imagine that as a teacher you and several colleagues are concerned about low achievement in reading and writing among boys in your school. What interventions would you use?
 - e) Read Kevin Armstrong's scenario. Why did Ms. Nixon perceive that Kevin was not ready for third grade? List as many reasons as possible.
 - f) Read about Warren Benson's classroom. What evidence of possible cultural conflict do you in this classroom?

Week 12, Nov. 10 and 12

Objectives: 001. J) Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

- Attendance check
- Watch the video: Strategies for teaching English learners -
<https://www.youtube.com/watch?v=IVGbZ4EqyGs>
- Be prepared to participate and discuss **Chapter 12** – Teaching in a Linguistically Diverse Classroom.
- **Activity:** Complete item 10 on p. 414 of your text about Setting goals for English learners.

Week 13, Nov. 17 and 19

Objectives: 001. J) Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

- Attendance check
- Be prepared to participate and discuss **Chapter 13 - Curriculum Transformation**
- **Activity:** Lesson 7 – Analyze Hidden Messages in Children's Literature (p. 500-502).
- **Activity:** Lesson 11 - Promoting Youth Social Activism Using Hip-Hop and Technology, P. 516-517.

Week 14, Nov. 24 and 26**Thanksgiving no Class on Nov. 26**

- Attendance check
- **Work on Multicultural Experience Project**

Week 15, Dec. 1 and 3**Project 30 points Due on Dec. 3**

- **Work on, finish and turn in the Multicultural Experience Project in TK20**
- **Activity:** Complete the post self-assessment scale on Cultural and Linguistic Diversity (Appendix A, Castro's book. Will be provided by the instructor).
- **Review on your own for the final exam next week Chapters 11, 12, 13, and the competencies.**

Week 16, Dec, 8 and 10**Final exam 15 points**

- **Take final exam**

End of course

XII. COLLEGE OF EDUCATION'S VISION



Will be regionally and nationally recognized for excellence in preparing leaders in the human service and educational spheres of public, private, and corporate institutions. We will achieve this through promoting faculty and student research, designing learner – centered instruction, developing collaborative partnerships, and disseminating results of professional practices, active participation in professional and scholarly organizations, effective use of technology, and the value of intellectual and human diversity.

COLLEGE OF EDUCATION'S MISSION STATEMENT

To develop the human capacity – cognitively, socially, emotionally, and physically in our students and ultimately in the society they serve. College faculty contributes in achieving the mission by expanding knowledge through research, publication, and service.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the standards of the ESL and Bilingual Education certification programs at UNT as well as with the state ESL and bilingual standards and the Teachers of English for Speakers of Other Languages (TESOL) national standards. In addition, they are aligned with the standards of the Teacher Education Program.

XIII. DEPARTMENTAL POLICY STATEMENTS

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity:

http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty

determined, which may be probation, suspension, or expulsion from the university.

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 www.deanofstudents.unt.edu.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy: The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES Test Preparation: To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the Teacher Education and Administration Department Graduate Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-practice-exam-registration>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TEXES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

XVI BIBLIOGRAPHY

Banks, J. A., & Banks, C. A. M. (2007). *Multicultural education: Issues and perspectives* (6th ed.). Hoboken, NJ: John Wiley and Sons.

Castro, D., Ayankoya, B., & Kasprzak, C. (2011). *New Voices, Nuevas Voces. Guide to Cultural and Linguistic Diversity in Early Childhood*. Baltimore: Paul H. Brookes Publishing, Co.

- Cummins, J., & Hornberger, N. H. (2008). *Bilingual education* (2nd ed.). New York: Springer.
- De la Cruz, M. (2005). *Fresh off the boat* (1st ed.). New York: HarperCollins.
- Delpit, L. D. (2006). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Nieto, S. (2009). *Language, culture, and teaching: Critical perspectives for a new century* (2nd ed.). New York: Routledge.
- Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education* (5th ed.). Boston: Pearson/Allyn and Bacon.
- Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (4th ed.). Boston: McGraw-Hill.
- Spring, J. H. (2007). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States* (5th ed.). Boston: McGraw-Hill.
- Ramos, J., & Cordero, K. (2005). *Dying to cross: The worst immigrant tragedy in American history*. Carmel, CA: Hampton-Brown.
- Sheth, K. (2004). *Blue jasmine* (1st ed.). New York: Hyperion Books for Children.
- Tabors, P. O. (2008). *One child, two languages: A guide for early childhood education for children learning English as a second language* (2nd. Ed.). Baltimore: Paul H. Brookes Publishing Co.