University of North Texas at Dallas
Spring 2013
SYLLABUS

EDBE 3480.91/EDSE 4070.90 AM	
Bilingualism and Multiculturalism: Issues and Perspectives--*3 hrs*	
Division of Education and Human Services	
Instructor Name:	*Jacqueline E. Romano, Ph. D.*
Office Location:	*DAL2- 257*
Office Phone:	*972-338-1321*
Email Address:	Jacqueline.romano@unt.edu
Office Hours:	Mondays: 2:30 pm – 6:00 pm Tuesdays: 2:00 pm – 5:00 pm Wednesdays: 2:30 pm – 5:00 pm or by special appointment
Virtual Office Hours:	*By appointment Skype: Jacque.arroyo-romano / or Blackboard chat, email*
Class Meeting Days & Times:	Monday and Wednesday 10 am- 11:20 am Class location DAL 1 248
Course Catalog 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. Three lecture hours a week. Required for all teacher education majors including students seeking EC-6 or 4-8 Generalist certification specialization in Bilingual or ESL education.
Required Texts:	Bennett, C. (2011). Comprehensive Multicultural Education: Theory and Practice (Seventh Edition*). Boston: Allyn & Bacon. Espinoza-Herold, M. (2003). *Issues in Latino education: Race, school culture, and the politics of academic success.* Boston: Allyn & Bacon. TK20 This course requires students seeking secondary certification to comply with the UNT TK20 Assessment System. Students in the EDSE 4070 course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20. Announcements regarding training on use of the TK20 system will also be posted on this website. All assignments will be posted on Blackboard regardless of certification. The instructor will indicate when and what assignment will be uploaded in TK20.
Recommended Text and References:	See Reference List (last page), electronic references provided also in Blackboard.

Access to Learning Resources:	UNT Dallas Library:
	        phone: (972) 780-3625;
	        web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:

	phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (TBA) Student subscriptions are effective for 7 years from date of purchase)

Learning Objectives/Outcomes: At the end of this course, the student will

1. Demonstrate knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment (TExES: PPR II IV; TEKS Social Studies VII, XVIII. ESL II, V,VII; BE I, LPS; INTASC 3, 5, 7, 9; Code of Ethics 1.7, 3.2, 3.3, 3.5)

2. Accept and respects students with diverse backgrounds and needs (TExES PPR).

3. Know how to use diversity in the classroom and the community to enrich all students' learning experiences (TExES PPR).

4. Know strategies for enhancing one's own understanding of students' diverse backgrounds and needs (TExES PPR).

5. Know how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities. (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)

6. Understand cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students . (PPR TEKS SS

7. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)

8. Has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment (State ESL standard 2).

9. Has knowledge of the factors that affect ESL students' learning of academic content, language, and culture. (State ESL standard 5).

10. Develop an understanding of bilingualism and multiculturalism within a global and national context.

11. Identify appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.

Warning Diversity/Tolerance Policy:
This course covers material that is sensitive for some audiences, discretion and maturity is advised and required. This course requires you to show respect and tolerance to diverse opinions and expressions stated by peers. This is class fosters a friendly, safe and caring environment. Mistakes, questions and opinions are welcome! However, it will not be tolerated offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Assignment Policy: USE OF WIKIPEDIA IS STRICLY DISCOURAGED/PROHIBITED. PLAGIARISM IS ABSOLUTELY PROHIBITED. RESEARCH BASED ON WIKIPEDIA FOR ANY OF THE ASSIGNMENTS WOULD NOT BE CONSIDERED FOR GRADE. PLEASE ASK THE PROFESSOR WHEN IN DOUBT. This course requires of intensive reading and writing. It is expected from you to manage your time wisely and to plan ahead in order to complete your assignments, reading and writings on time. This course requires of large/small group work, peer work, and individual work. You are accountable to for your own time, individual work, team and group projects.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Dr. Romano on a weekly basis during class time or Blackboard email to ensure all material is covered accordingly to class pace and students' needs. Assignments and topics will not be subject to change.

Students are responsible and accountable for reading the book chapters and reading materials ahead of time.
NO LATE ASSIGNMENTS WILL BE ACEPTED. Submission of your work will be through Blackboard email and hard copy when requested by instructor.
- If an emergency happens, please contact your instructor as soon as possible.

Romano	Semester Tentative Schedule EDBE 3480/EDSE4070	Spring 2013
Dates	Topic	Homework
Week 1 January 14-15	Material covered: *Syllabus & Class expectations *Assignments: Early submission assignments window time *Grading, Plagiarism +Activity: Getting to know you-- Students introductions and contact info	Reading assignment for next week: Bennett Chapter 1 Begin planning for Key Assignment: multicultural experience project due on week 16 & 17 Assignment I: due next week
Week 2 January 21-23	*Chapter 1 Bennett What is multicultural education? Purposes and why is important?	Assignment I: Who am I? Due no later than 1/24/13, 5 pm, submit via Blackboard (BB) Reading assignments for next week: Bennett Chapter 2 Begin reading Espinoza-Herold (E-H) book-[preface, foreword, introduction, & Chapter 1] NOTE: complete Espinoza book is due on week 6- 2/18/13

Week 3 January 28-30 —	* Chapter 2 Bennett What is culture? Culture context Race, ethnic group, , key terms, definitions Activity: my culture according to_____	Reminder: Read E-H Chapter 2, & 3
Week 4 February 4-6	Chapter 2 Bennett continuation- aspects of ethnicity Context of multicultural education -Film in class	Reading for next week: Chapter 10 Bennett Reminder: keep up with (E-H) book Chapters 4 & 5 Reflection # 1 due next week
Week 5 February 11-13	Chapter 10 Bennett Teaching in linguistically diverse classrooms Funds of Knowledge Culturally responsive teaching Think of a topic for text set project	Reminder: complete Espinoza-Herold book is due next class meeting. (E-H) book Chapters 6 & 7 Assignment II: Reflection # 1 no later than 2/15/13, 5 pm
Week 6 February 18-20	Chapter 10 Bennett (review) & Espinoza-Herold book, (The student must have read all chapters by this time) Activity: Discussion of book, work group & Writing activity	Reading for next week Chapter 8 & 9 Bennett Reminder: last day to submit Film Analysis is next week
Week 7 February 25-27	Chapter 8 Bennett- Learning styles and culturally competent teaching Chapter 9 Bennett Perspectives on gender, class, and special needs	Assignment III: Film analysis due no later than 2/27/13, 10 am Text set presentations sign in sheet
Week 8 March 4-6	Work week on Text Set project	Assign groups and readings from Bennett Chapters 4-7 and begin planning (presentations will be due on week 13 & 14)
Week 9 March 11-13	Spring Break- class not in session	Reading of assigned chapter from Bennett and take note of anything that is not clear, bring questions next week to be

		discussed/clarified during work week. Text set project due next week. Students sign in for preferred dates
Week 10 March 18-20	Assignment IV: Text Set Project presentations	Reading for next week: Chapter 3 Bennett *How is the Key assignment coming along? Remember it is due on week 16*
Week 11 March 25-27	Chapter 3 Bennett Race relationships and the nature of prejudice	Reminder research paper due next week
Week 12 April 1-3	Chapter 3 Bennett Continuation Activity with research articles	Assignment V Research articles paper due 4/3/13 How is the key assignment coming along? Reminder: reflection due next week
Week 13 April 8-10	Work Week for ethnic presentations: students in ethnic group 1 meet-- Chapter 5 Bennett students in ethnic group 2 meet--Chapter 4 Bennett students in ethnic group 3 meet-co--teaching 6 Bennett students in ethnic group 4 meet--Chapter 7 Bennett	Reminder ethnic group presentations week 14 & 15 Assignment III: Critical Reflection # 2 Due no later than 4/5/13
Week 14 April 15-17	Chapter 5 & 4 Bennett Assignment VI: Ethnic group presentations	Key assignment due on Week 16
Week 15 April 22-24	Chapters 6 & 7 Bennett Assignment VI: Ethnic group presentations	Reminder extra credit due next week. Key assignment due next week
Week 16 April 29-May	Assignment VII: Multicultural Experience project presentations	Extra Credit due no later than 5 pm 4/22/13

1 Pre-final week		
Week 17 May 6-8 or specific date for finals Finals week	Assignment VII: Multicultural experience project presentations	Final Reflection # 3 due no later than 5/8/13, 5 pm

Assignment list and due dates at a glance

I.   Who am I? Due week 2, No later than 1/24/13, 5 pm

II.   Reflection # 1 Due week 5, No later than 2/15/13, 5 pm

       Reflection # 2 Due week 13, No later than 4/5/13, 5 pm

       Reflection # 3 Due week 17, No later than 5/8/13, 5 pm

III.   Film analysis last day to submit is on week 7, 2/27/13, 10 am

IV.   Text set project- Due Week 10, 10 am

V.   Research articles Due week 4/3/13, 10 am

VI.   Ethnic group presentation- Due week 13 & 14, 10 am

VII.   Multicultural Experience project- due week 16 & 17, 10 am

VIII. Participation and in class work in and out the classroom- all semester long

Brief description of Assignments

I.   Who am I? (up to 15 pts) This assignment meets class objectives 1-6; ESL III; BE III; INTASC 2, 3, 5, 9, 10; TEKS SS IX
II.   Film analysis (up to 25 pts) This assignment meets class objectives 2, 6, 7, 10, 11; ESL II, III, IV, V, VI; BE, IV, LPS IV, INTASC 1, 2, 3, 4, 6, 7, 8, 9; PPR I, III; TEKS I, II, III, IV, V, VIII, IX, X)
III.   Critical Reflections (10 pts each x 3)
IV.   Ethnic Group presentation (up to 25 pts) This assignment meets class objectives 1-11; ESL II, III; IV, VI; INTASC 1, 3, 4, 5, 6, 7, 10; PPR I, II, III; Code of Ethics; TEKS SS III, IV, V, VI, VII, IX, X
V.   Research Paper: Article analyses (25 pts) This assignment meets class objective 7; (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)
VI.   Text Set-Multicultural Children's/Adolescent Literature (35 pts)

This assignment meets class objectives; 1, 2, 5, 10, 11: ESL II, III, IV, V; INTASC 1, 2, 3, 4, 5, 6, 7, 9, 10; PPR I, II, IV; Code of Ethics 3.4(d), TEKS for the subject matter or area selected.

Key Assignment: Multicultural experience (Up to 35 points 10 for presentation, 25 for written paper) This assignment meets the following class objectives: 1, 2, 3, 4, 10, 11; ESL II, LPS III; INTASC 1, 4, 5, 6, 10; PPR II, IV, Code of Ethics 3.4 (d); TEKS SS I, IV, V, VI, VII, VIII, IX, X	
Attendance and participation More than 4 absences will result in DROP of the course. 3 absences will result in a complete loss of a LETTER grade. If you have difficulties assisting to class, you should arrange a conference with the instructor to discuss one's continuing in the course.	
Total possible Points	200 points

FOR EXTRA CREDIT, THE STUDENT MUST REQUEST PERMISSION to submit work FROM INSTRUCTOR. Extra Credit examples: attending the BEAM symposium, NAME, TexTESOL (www.TexTESOL.org) or other conference related to diversity, multiculturalism, bilingualism in education. Proof of attendance will be required. Other alternatives are available; please check with your instructor for approval. Extra credit MUST BE TURNED IN NO LATER THAN April 22, 2013.
After this date, no extra credit will be allowed.
UP to Five (5) points will be assigned to students' overall grade at the end of the course.

<div align="center">Grade Distribution</div>

182-200- A	91-100%
181-162- B	90-81%
161-140- C	80-70%
139- 127- D	69-63%
126- below-F	63%-0%

Instructional Approach
Reflective inquiry techniques will be used throughout the course-these techniques require students to actively participate in discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques will complement the reflective inquiry approach. The overall instructional plan of the course is designed to help students develop knowledge, skills, of critical thinking, reflection, and self-assessment. The course will also help students develop their 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 the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL).

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

BILINGUAL EDUCATION STANDARDS

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

LANGUAGE PROFICIENCY STANDARDS (BILINGUAL VERSION)

Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the
target language.

Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

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

INTASC Principles
Interstate New Teachers Assessment and Support Consortium

Principle 1:	Making content meaningful
	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
Principle 2:	Child development and learning theory
	The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
Principle 3:	Learning styles/diversity
	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Principle 4:	Instructional strategies/problem solving
	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Principle 5:	Motivation and behavior
	The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
Principle 6:	Communication/knowledge
	The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Principle 7:	Planning for instruction
	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Principle 8:	Assessment
	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Principle 9:	Professional growth/reflection
	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Principle 10:	Interpersonal relationships
	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES
STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property

or during school activities when students are present.

  (2) Ethical Conduct Toward Professional Colleagues.

   (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

   (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

   (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

   (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

   (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

   (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

   (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

  (3) Ethical Conduct Toward Students.

   (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

   (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

   (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

   (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

   (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

   (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

   (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

   (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

   (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

     (i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

SOCIAL STUDIES GENERALIST EC–6 STANDARDS

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII. Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX. Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Standard X. Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Adminstration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.
If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short 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.

Assignment Policy:

No makeup assignments/ projects/ presentations/ written reports will be allowed except for documented emergencies (See Student Handbook), (i.e. doctor's note, obituary of a relative/friend, court appearance notice, etc).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

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Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service 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 Education program area supports technology integration to assist pre-service and in- service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.

Class Policies:

- Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them.

Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipods in class.

- Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

CONCEPTUAL FRAMEWORK
<u>The Educator as Agent of Engaged Learning</u>
Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.
The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.
Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

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:

Standard 2.b Cultural Groups and Identity
Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content area achievement.

State ESL Standard II. The ESL teacher has knowledge of the foundations of
ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

State ESL Standard V. The ESL teacher has knowledge of the factors that affect
ESL students' learning of academic content, language, and culture.

TEXES Professional Preparation and Responsibilities Competency 002
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Use of Blackboard
Students will use Technology to complete assignments. Blackboard is the medium selected for this course. Assignments will be submitted under the tap "Assignments" — electronic copy(Blackboard) and hard copy (instructor) on dates assigned.

Required Reading

It is expected that students come to class with all assigned reading completed. The reading assignments provide a background for class discussion and activities. It is imperative to keep up with the reading. You are in charge to read each chapter as scheduled.

Written Work

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for a written assignment. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed. Further information about plagiarism, consult UNT policy book. Out of compliance with this policy will result in a one letter grade lower for each assignment and final grade.

Attendance Policy

Attendance is very important in this class. A great deal of information is covered in a short amount of time. Please call or email in advance of class if you are not able to attend. Even when you call or email about your absences, 10 points will be deducted from your final grade.

Use of CELL PHONE, TEXTING, and other Electronic Gadgets in the Classroom

Cell phones must be turn off during the whole lecture period. No texting or ringers will be allowed during lecture time. Phones are to be kept out of sight. Texting is not allowed at any time during class time and no other electronic gadgets will be allowed during class time.

Other Business

Any other business unrelated to the class such as lectures or class activities need to be kept outside the classroom (e.g., planning a wedding, making appointments with friends, reading the newspaper during class, falling asleep, etc.).
Use of Laptops
To avoid conflict and misuse of the Internet- wireless during class time, laptops will not be allowed during lectures unless an assignment or activity requires of its use during class.

Grade incomplete –" I"
No incomplete grade will be granted without prior consultation with the instructor.

Using APA style

All written assignments will be typed-computer-black ink, following APA 6th Ed. Guidelines.

The following sentences present a sample of the type of font and size for all written required assignments. Each assignment will have a cover page with the following information: Full name, email, class number and section, assignment descriptor, and date. Ten (10) points will be deducted from the final grade for each assignment that does not follow properly the requirements, English writing spelling, grammar, sentence structure, paragraphing, etc. Written documents should follow APA style, 1' x 1' margins, Times Roman, size 12 font, double spaced.

I highly suggest proofreading all documents prior to submission. No exceptions!!

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