University of North Texas at Dallas
Spring 2016
SYLLABUS for Distance Learning

	Department of	Teacher Education and Administration	Division of	Teacher Education

Instructor Name:	**Cynthia Rodriguez, Ph.D.**
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Office Hours:	Monday: 1:30-5:30 Wednesday: 1:30-5:30 Thursday: 11:30-12:30

Classroom Location:	*Online*
Class Meeting Days & Times:	**Online**

Course Catalog Description:	Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; and insights into education in a pluralistic society. *Required for all teacher education majors including students seeking EC-6 or 4-8 Generalist certification specialization in Bilingual, ESL and Special education.

Prerequisites:	**N/A**
Required Text:	Au, Wayne (2014) Rethinking Multicultural Education. Teaching for Racial and Cultural Justice. (Second Edition). Rethinking Schools Publication. Selected autobiographical narrative: (You will select ONE of the following the first week of class. Beals, Melba. (1995). *Warriors Don't Cry*. New York: Washington Square Press. Crow Dog, Mary (1990). *Lakota Woman*. New York: Harper Collins Publishers. Gallo, D.R., Ed., (2004). *First Crossing: Stories about Teen Immigrants.* Cambridge, MA: Candlewick Press. Houston, J.W., & Houston, J.D. (2002). *Farewell to Manzanar.* New York: Houghton Mifflin Company. Rodriguez, Luis. J. (1993). *Always Running: La Vida Loca: Gang Days in L.A*. New York: Simon & Schuster.

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

Course Goals or Overview: The goal of this course to guide pre-service teachers in a deep exploration of their own identity as well as the exploration of others. Through the course readings, videos, and activities, students will be asked to discuss and share their own perspectives and shifting understandings of how to be an effective teacher in a multicultural society.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

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.

DATE	Readings	Video-located in "Films" link on Bb	Assignments Due**
Jan. 19-22	Introductory Assignment	"The danger of a single story"	Introduction-post on discussion board Identity Assignment 1-Turnit In link Introduction Section Wrap-upTurnit in Link
INTRODUCTION ASSIGNMENTS DUE BY JANUARY 24 by 11:59 pm.			
SECTION 1			
Jan. 25-29	Chapters 1-3	"School Colors" "Race: Power of an Illusion: Episode 1"	Discussion Board postings and responses "Race…" video assignment-Turnit In link
Feb. 1-5	Chapter 4	"True Colors" "White People" "White Like Me"	Small group blog posting and responses
Feb. 8-12	Chapters 5-8 "Washington Post" article	"Yellow Face" "Jim Crow in the Classroom" "Urban Schools: A Teacher's Perspective"	Small group blog posting and responses *Section 1 Wrap Up"-Turnit in link
SECTION 1 DUE BY FEBRUARY 14 AT 11:59 pm			
SECTION 2			
Feb. 15-19	Chapters 9-11 & 16-17	"Finding their voices in a Multilanguage classroom" Explore website: http://www.edchange.org/multicultural/curriculum.html	Lesson Plan Draft-discussion board
Feb. 22-26	Chapters 12-15	"Precious Knowledge"	Small group blog posting and responses Section 2 Wrap-up-Turnit in link
SECTION 2 DUE BY FEBRUARY 28 AT 11:59 pm			
SECTION 3			
Feb. 29-March 4	Chapter 18-23	"Three Ways to Speak English" "Do you speak American: Episodes 1-3"	Small group blog posting and responses
March 7-11	Chapter 24-27	"History of Bilingual Education in Texas" "Samuel Betances speech" Register at: http://www.sdkrashen.com/ For access to S. Krashen newletter and resources.	Chapter reflection assignment-Turnit in link Small group blog posting and responses Section 3 Wrap-Up-Turnit in link

March 14-18	SPRING BREAK	
SECTION 3 DUE BY SUNDAY, MARCH 20 at 11:59 pm		
SECTION 4		
March 21-25	Section 4 Presentations- Read your assigned chapter and create your presentation.	Presentations and responses posted to class Wiki page Section 4 Wrap-Up-Turnit in Link
March 28-April 1	Review chapter presentations posted to Wiki page and post responses/comments.	
SECTION 4 DUE BY SUNDAY, APRIL 3 at 11:59 pm		
SECTION 5		
April 4-8	Chapter 36-37 & 45	Chapter Assignment-turn it in link *Final lesson plan posted to Tk20.
April 11-15	Chapter 38-40	"Amazing Grace"	Multicultural Text Evaluation Chart-Turnit in link Post to Wiki page
April 18-22	Chapter 41-43 & 47-48	"A class divided" "Race: Power of an Illusion Episodes 2 & 3"	Video Reflection-Turnit in link Discussion board postings and responses
April 25-29		"A time for justice: Parts 1-3" "Understanding Race"	Video reflection-Turnit in link Small group blog posting and responses
May 2-6	Chapter 44 & 46 & Chapter 49	Ch.44: "Prejudice and Pride" "Peril and Promise" Ch 46: "Manzanar: Never Again" "Farewell to Manzanar"	Chapter Reflection-Turnit in link Small group blog posting and responses Section 5 Wtap-up
SECTION 5 DUE BY SUNDAY, MAY 8 at 11:59 pm		
May 9-13		"We will never forget" "Legends who helped pave the way"	Discussion board postings and responses Final Reflection

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

TK20-The "Multicultural lesson plan" is the key assignment for this course. You are required to purchase Tk20 this semester to post your assignment. All details about the assignment is on your "course modules" link on Blackboard. You will receive an "Incomplete" for this course if your key assignment is not posted to tk20 by the due date.
.
 Tk20 accounts must be purchased through Tk20 and are good for 7 years. You will use Tk20 in the majority of your education courses.

 Prior to Fall 2015, the Denton campus administered Tk20 for our program. The Dallas campus Tk20 is now separate from the Denton campus. If you purchased Tk20 prior to Fall 2015, please contact Ms. McClendon so she can have your account activated on the Dallas server.
 To purchase and to log into Tk20 you will go to the Tk20 page on our university website: http://www.untdallas.edu/ehs/tk20
FOR QUESTIONS OR CONCERNS CONTACT:.
Genell McClendon, M.Ed.
Field Experience Coordinator
Tk20 Administrator
972.338.1364

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Assignments	Submit to:	Points
Identity Assignment	Turnit in link	50
Introduction Wrap-up	Turnit in link	10
Chapter 1 & 2 Questions	Turn it in link	50
"School Colors" Discussion	Discussion Board	50
Chapter 3 Video Assignment- "Race:Power of an Illusion Part 1"	Turnit in link	25
Chapter 4 Discussion	Small group blog	10
Chapter 5 Discussion	Small group blog	10
Chapters 6-8	Small group blog	10
Section 1 Wrap-Up	Turnit in link	10
Chapter 12-15	Small group blog	10
Chapter 18-23	Turnit in link	50
Chapter 24-25	Turnit in link	50
Chapter 26-27	Discussion board	40
Section 3 Wrap Up	Turnit in link	10
Section 4 Chapter Presentations	Wiki Page	100
Section 4 Wrap up	Turnit in link	10
"Race: Power of and Illusion: Parts 2 & 3"	Discussion Board	50
Time For Justice Video Questions	Turnit in link	25

Section 5 Video Response	Discussion Board	50
Multicultural Lesson Plan	Tk20	100
Additional Readings and Resources	Discussion Board	20
Selected Narrative book assignment	Turnit in link	100
Section 5 Wrap up	Turnit in link	10

Grade Determination
880-704=A
703-527=B
526-351=C
351-175=D
175-0=F

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO 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/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html