

**University of North Texas at Dallas**  
**School of Education**  
**SYLLABUS**

**EDBE 3480: Bilingualism and Multiculturalism for English Language Learning:  
Issues and Perspectives**

Department of	Teacher Education and Administration	School of Education		
Instructor Name:	Juan C. Borda G.			
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Office Hours:	Wednesday, 2:30 p.m.-5:30 p.m.; Thursday 2:30- 5:30 p.m. other times available with appointments			
Virtual Office Hours:	Monday and Thursday 12:00-2:00			
Classroom Location:	DAL1 244			
Class Meeting Days & Times:	Thursday, 5:30 p.m. – 8:20 p.m.			
	week	month	day	description
	1	August	29	
	2	September	5	Labor day, Sep. 2
	3	September	12	
	4	September	19	
	5	September	26	
	6	October	3	ONLINE
	7	October	10	
	8	October	17	Mid-term Week Oct. 14-19,
	9	October	24	
	10	October	31	
	11	November	7	ONLINE
	12		14	
	13		21	
	14		28	Fall Break, Nov 28-29
	15		5	Last day of classes, Dec 5
	16		12	Final Exams, Dec.9-14
	<a href="#">UNT Dallas Calendar</a>			
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 students seeking certification through the Teacher Education program.
<b>Prerequisites:</b>	None
<b>Recommended Text:</b>	Bennett, C. I. (2019). Comprehensive multicultural education: Theory and practice (9th ed). Pearson Education, Inc. <a href="#">Link</a> <a href="#">TEExES ESL Supplemental #154</a>
<b>Additional Learning Resources:</b>	UNT Dallas Library: ● phone: (972) 780-1616; ● web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> UNT Dallas Bookstore: ● phone: (972) 780-3652 ● web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> ● e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>
<b>Canvas Resources</b> <b>Supported Browsers:</b> <ul style="list-style-type: none"> <li>· Chrome 67 &amp; 68</li> <li>· Firefox 60 &amp; 61</li> <li>· Flash 29, 30 (for audio/video)</li> <li>· Respondus Lockdown Browser</li> <li>· Safari 10, 11</li> </ul> <b>Supported Devices:</b> <ul style="list-style-type: none"> <li>· iPhone</li> <li>· Android</li> <li>· Chromebook</li> </ul> Note: Tablet users can use the Canvas app <b>Screen Readers:</b> <ul style="list-style-type: none"> <li>· VoiceOver (Safari)</li> <li>· JAWS (Internet Explorer)</li> <li>· NVDA (Firefox)</li> </ul> <b>Note:</b> There is no screen reader support for Canvas in Chrome	<b>Getting Help with Canvas:</b> Canvas 24/7 Phone Support for Students: 1-833-668-8634 <b>Canvas Help Resources:</b> Canvas Student Guide: <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a> For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 <b>Email:</b> <a href="mailto:distancelearning@untdallas.edu">distancelearning@untdallas.edu</a> If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress. If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please email me during office hours.
<b>Course Goals or Overview: The goals of this course are as follows -</b>	
<p>This course focuses on studying issues and perspectives related to bilingualism and multiculturalism and how they affect the learning process of culturally and linguistically diverse students. The discussions revolve around the cognitive, social, and affective factors that impact second language development and provide insights into education in a pluralistic society. The main objective of this course is to equip aspiring teachers with the knowledge, skills, and dispositions to plan, deliver, and assess effective instruction to linguistically and culturally diverse students in grades EC to 12.</p>	

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

1	Understand <i>multicultural and linguistic diversity</i> that affects students' learning of academic content and language. ESL Domain III Comp 009 a-e; BES,comp 001 i
2	Know and understand cultural and linguistic factors to create effective multicultural and multilingual <i>learning environments</i> and experiences that recognize and integrate students' multicultural backgrounds. ESL Domain III Competency 009; BES comp 001
3	Know and apply knowledge of students' differences to select multicultural materials and <i>strategies to provide content-based instruction</i> at the student's level of language proficiency across content areas. ESL Domain II Comp 006a; BES Comp 001j
4	Know and use <i>theory</i> and <i>methods</i> related to L1 and L2 acquisition to promote students' academic and linguistic development in L1 and L2. ESL; Domain I-II Comp 002.b-003d; BES, Competency 002.d
5	Know and understand materials and <i>assessment practices</i> used in bilingual and ESL programs to plan and adjust instruction that addresses the cultural and linguistic needs of emergent bilingual students. ESL Domain II Competency 007a.f; BES, comp 003b.g-004.a
6	Know how to plan and assess effective content and language instruction supported by the Texas Essential Knowledge Skills (TEKS) and the English Language Proficiency Standards (ELPS). <i>ESL Domain II; Competency 006a.d; BES, comp 004a-e</i>

### Suggested 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 Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Student Learning Outcomes	Recommended Topics & Materials	Assignments: Due by Tuesday before class EOD
Week 1 8/29	<b>SLO 1:</b> Understand <i>multicultural and linguistic diversity</i> that affects students' learning of academic content and language. ESL Domain III Comp 006 a-e; BES,comp 001 i	Read and take notes to discuss in class the topic: Multicultural Schools: What, Why, and How; Text; Ch 1	<b>DB 1:</b> Post Self Introduction
Week 2 9/5	<b>SLO 1:</b> Understand <i>multicultural and linguistic diversity</i> that affects students' learning of	Read and take notes to discuss in class the topic: Culture, Race, and the Contexts for Multicultural Teaching; Text: Ch 2	<b>Assignment 1:</b> respond to Ch 2 Due: Tuesday, Sept. 3

	academic content and language. ESL Domain III Comp 006 a-e; BES,comp 001 i		
Week 3 9/12	<b>SLO 2</b> Know and understand cultural and linguistic factors to create effective multicultural and multilingual <i>learning environments</i> and experiences that recognize and integrate students' multicultural backgrounds. ESL Domain III Competency 009; BES comp 001	Read and take notes to discuss in class the topic: The Promise of Culturally Competent Teaching. Text: Chapter 10  <b>In Class Activity 1</b> ESL, Comp 009 [CANVAS] BES, Comp 001 [CANVAS]	<b>DB 2:</b> Discussion Ch10
Week 4 9/19	<b>SLO 2</b> Know and understand cultural and linguistic factors to create effective multicultural and multilingual <i>learning environments</i> and experiences that recognize and integrate students' multicultural backgrounds. ESL Domain III Competency 009; BES comp 001	Read and take notes to discuss in class the topic: Colonialism, Involuntary Immigration, and the American Dream: American Indian and African American Perspectives. Text: Chapter 6  <b>In Class Activity 2</b> Evaluating Literature and Curricular Materials,	<b>Assignment 2:</b> respond to topics Ch 6  ESL or BES Test: Trail I
Week 5 9/26	<b>SLO 3</b> Know and apply knowledge of students' differences to select multicultural materials and <i>strategies to provide content-based instruction</i> at the student's level of language proficiency across content areas. ESL Domain II Comp 006a; BES Comp 001j	Read and take notes to discuss in class the topic: Race Relations and the Nature of Prejudice; Text: Chapter 3  <b>In Class Activity 3</b> Lesson Plan, session I: TEKS [CANVAS]	DB 3: Discussion Ch 3
Week 6 10/3	<b>SLO 3</b> Know and apply knowledge of students' differences to select multicultural materials and <i>strategies to provide content-based instruction</i> at the student's level of	Read and take notes to discuss in class the topic: Colonialism, Immigration, and the American Dream: Latino Perspectives. Text: Chapter 7	<b>Assignment 3:</b> respond to topics Ch 7

	language proficiency across content areas. ESL Domain II Comp 006a; BES Comp 001j		
Week 7 10/10	<b>SLO 4</b> Know and use <i>theory</i> and <i>methods</i> related to L1 and L2 acquisition to promote students' academic and linguistic development in L1 and L2. ESL; Domain I-II Comp 002.b-003d; BES, Competency 002.d	Read and take notes to discuss in class the topic: Teaching in Linguistically Diverse Classrooms. Text: Chapter 14  <b>In Class Activity 4</b> ESL, Comp 002 [CANVAS] BES, Copm 002 [CANVAS]	<b>DB 4:</b> Discussion Ch 14
Week 8 10/17	Midterm	Course content in weeks 1-7	
Week 9 10/24	<b>SLO 4</b> Know and use <i>theory</i> and <i>methods</i> related to L1 and L2 acquisition to promote students' academic and linguistic development in L1 and L2. ESL; Domain I-II Comp 002.b-003d; BES, Competency 002.d	Read and take notes to discuss in class the topic: Language Acquisition and Instruction; Ch 3 TCLAADH [CANVAS]  <b>In Class Activity 5</b> Lesson Plan, Session II ELPS [CANVAS]	<b>Assignment 4:</b> respond to topic: Language Acquisition and instruction; Ch 3 TCLAADH [CANVAS]
Week 10 10/31	<b>SLO 5</b> Know and understand materials and <i>assessment practices</i> used in bilingual and ESL programs to plan and adjust instruction that addresses the cultural and linguistic needs of emergent bilingual students. ESL Domain II Competency 007a.f; BES, comp 003b.g-004.a	Read and take notes to discuss in class the topic: Curriculum Transformation: A Multicultural Curriculum Development Model for Teacher Decision Making Text. Chapter: 15	<b>DB 5:</b> Discussion Ch 15
Week 11 11/7	<b>SLO 5</b> Know and understand materials and <i>assessment practices</i> used in bilingual and ESL programs to plan and adjust instruction that addresses the cultural and linguistic needs of emergent bilingual students. ESL Domain	Read and take notes to discuss in class the topic TESTIMONIO [CANVAS]  <b>In Class Activity 6</b> ESL, Comp 007 [CANVAS] BES, Copm 003-004 [CANVAS]	

	II Competency 007a.f; BES, comp 003b.g-004.a		
Week 12 11/14	<b>SLO 6</b> Know how to plan and assess effective content and language instruction supported by the Texas Essential Knowledge Skills (TEKS) and the English Language Proficiency Standards (ELPS). <i>ESL Domain II; Competency 006a.d; BES, comp 004a-e</i>	Read and take notes to discuss in class the topic: Culturally Relevant Literature; Text: Chapter 3 Latino [CANVAS]	<b>Assignment 5:</b> respond to topic: Culturally Relevant Literature; Text: Chapter 3 Latino [CANVAS]
Week 13 11/21	<b>SLO 6</b> Know how to plan and assess effective content and language instruction supported by the Texas Essential Knowledge Skills (TEKS) and the English Language Proficiency Standards (ELPS). <i>ESL Domain II; Competency 006a.d; BES, comp 004a-e</i>	Read and take notes to discuss in class the topic: The Impact of Poverty on American Children and Youth. Text: Chapter 12	<b>DB 6:</b> Discussion Ch 12  ESL or BES Test: Trail II
Week 14 11/28	<b>Fall Break</b>		
Week 15 12/5	<b>SLO 6</b> Know how to plan and assess effective content and language instruction supported by the Texas Essential Knowledge Skills (TEKS) and the English Language Proficiency Standards (ELPS). <i>ESL Domain II; Competency 006a.d; BES, comp 004a-e</i>	<b>Lesson Plan Presentation to the class</b> Post in DB [CANVAS]	
Week 16 12/12	<b>Final Exam</b>	<b>Content (Week 9- 15) &amp; TESTIMONIO</b>	

### Course Evaluation Methods

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

## ASSIGNMENT DESCRIPTIONS

### Attendance and Participation Policy:

This course will meet weekly in the assigned classroom. Participation in class is expected to promote a relationship with your instructor and the other first-year students in the class. The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://www.untdallas.edu/hr/upol>.

**Assignment Policy:** APA style is required for all writing assignments. Refer to the 7th edition for additional information as it is a requirement in the School of Education. All written assignments will require APA style. Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor.

- Late assignments may not be accepted after one week of due date – at the discretion of the instructor. Late assignments are ALWAYS accepted as outlined Late Penalty stated on this syllabus without documentation from the Disabilities Services.
- Failure to submit assignments will result in a grade of [0 - zero]..
- Assignments submitted within 24 hours of the deadline will receive a 10% deduction from the final grade.
- Assignments submitted between 24 and 48 hours late will receive a 20% late deduction from the final grade.
- Assignments submitted between 2 and 7 days late will receive a 40% deduction from the final grade.

### Discussion Boards:

- DB 1: Post Self Introduction and Discussion Ch1
- DB 2: Discussion Ch10
- DB 3: Discussion Ch 3
- DB 4: Discussion Ch 14
- DB 5: Discussion Ch 15
- DB 6: Discussion Ch 12

You will have Online Discussions that require reflective discussions with your classmates. You are given a topic or thought-provoking statement that requires your thoughts and constructive reflections. **These require three ideas that resonate with you**, a minimum of 200 words for your initial response, Your reflective responses to two (2) classmates require a minimum of 75 words and are due on their original due date.

### Assignments:

You will respond to the topics in class after and before each of the readings by the chapters. The assignments are posted on **Canvas**.

- Assignment 1: respond to topics Ch 2
- Assignment 2: respond to topics Ch 6
- Assignment 3: respond to topics Ch 7
- Assignment 4: respond to topics Ch 3 TCLAADH
- Assignment 5: respond to topics Ch 3 Latino

### In Class Activities:

- In Class Activity 1 ESL, Comp 009; BES, Comp 001
- In Class Activity 2 Evaluating Literature and Curricular Materials
- In Class Activity 3 Lesson Plan, session I: TEKS

- In Class Activity 4 ESL, Comp 002; BES, Copm 002
- In Class Activity 5 Lesson Plan, Session II ELPS
- In Class Activity 6 ESL, Comp 007; BES, Copm 003

**ESL Test: Trail I and II: (200 pts)**

### **Midterm, Final Exam and TESTIMONIO**

You will be given a midterm and Final that will cover the reading assigned. More information will be given in class. The Testimonio is due with the final exam.

### **GRADING MATRIX**

Measure	%	amount	Points for each	Point Value
Attendance	10	16	6.52	100
Discussion Boards	20	6	25	150
Assignments	15	5	30	150
In Class Activities	15	6	25	150
ESL or BES Trail I & II	10	2	50	100
Lesson Plan Presentation to the class/group	10	1	100	100
Midterm, Final Exam and Testimonio	25	2	125	250
<b>Total Points</b>				<b>1000</b>

### **Grade Determination:**

A: 900-1000	B:800-899	C: 700 - 799	D: 600-699	F: below 600
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### **University Policies and Procedures**

#### **Artificial Intelligence Use:**

The UNT-Dallas School of Education acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student work. The School of Education takes a use-with-permission approach to AI. Students are only permitted to use AI technology in the creation of any course content if permitted by the course instructor. If the use of AI technology is detected, without specific instructor permission, the student will be deemed in violation of the plagiarism policy. The School of Education will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies. information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

### **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 [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untdallas.edu](mailto:UNTDisability@untdallas.edu) or at Building PL, room 1104.

## **Disruptive Behavior in an Instructional Setting:**

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

## **Canvas Instructure 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. [Canvas Instructure Accessibility Statement is also provided.](#)

**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.

**Course Evaluation 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 [UNT Dallas' Student Code of Academic Integrity](#) 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. We are discussing the AI policy ...

**Classroom Policies**

**Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Canvas 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 Canvas, 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 [UNT Dallas' 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 affected 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 [UNT Dallas Student Code of Conduct](#). 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 Assistance:** 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 listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)