EPSY 3314 Linguistically Diverse Learners
Spring 2018

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              Dr.Varbelow (Skype)
Office Hours: MW 11:00 am – 12:30 pm & 1:00 – 3:00
             TR 12:30 am – 2:00 pm

Please communicate with me.
Visit or call me in my office, via FaceTime or Skype. Email me.
Let me know how you are doing or if you have any questions or concerns, and
I’ll help however I can.

Course Description:
This course is designed to enhance awareness, respect, understanding, and appreciation of
the strengths of culturally and linguistically diverse learners through an examination of the
research, study of theory, curriculum, assessment methodology, and classroom environments that
foster a climate of respect, learning, equity, and excellence.

Required Textbook & Materials:
1. Nieto, S. (2013). Finding joy in teaching students of diverse backgrounds: Culturally
2. Choose one of the following (can be rented from a library):
   a. The God of Small Things (Culture: India)

b. A Cup of Friendship (Culture: Afghanistan)

c. A Thousand Splendid Suns (Culture: Afghan women)

d. The Red Thread (Culture: China & Adoption)

e. Minding Frankie (Culture: Ireland)

f. Secrets of Eden (Culture: Domestic Violence)

g. The Round House (Culture: present day Indian reservation)

h. I Am Malala (Culture: Pakistani girls & education)

3. Instructor-provided articles

4. Blackboard (must be checked daily)

5. ASU Ramport email (must be checked daily)

Course Objectives:
By the end of the course, you will:

1. Clear up misconceptions about tolerance and acceptance.

2. Have a better understanding of your beliefs and their cultural and experiential origins.

3. Become aware of and expand your critical consciousness.

4. Analyze individual goals for being in the world framed by critical consciousness.

5. Design ways to teach & act in culturally aware & responsive ways in the community and the classroom.

Methods of Instruction:
- Online activities (email, Internet, BlackBoard)
- Class Café (Discussion Board on BlackBoard that you must subscribe to)
- Assigned readings
- Independent studies, projects, and reflections

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>Topic</th>
<th>To Do PRIOR to Due Date</th>
<th>To Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01.21.18</td>
<td>Course Intro &amp; Expectations</td>
<td>Watch Introductory Video</td>
<td>Class Café Introduction (DB)</td>
</tr>
<tr>
<td>2</td>
<td>01.28.18</td>
<td>Module I: Understanding the Self</td>
<td>Project Implicit Privilege Project</td>
<td>Reflection on Project Implicit &amp; Privilege Project</td>
</tr>
<tr>
<td>3</td>
<td>02.04.18</td>
<td></td>
<td>Choose book</td>
<td>Email book choice</td>
</tr>
<tr>
<td>4</td>
<td>02.11.18</td>
<td>Module II: Finding Joy in Teaching Students of Diverse Backgrounds (Choice of Textbook or Tutoring)</td>
<td>Read Nieto Part I</td>
<td>Textbook Assignment #1</td>
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<tr>
<td>5</td>
<td>02.18.18</td>
<td>Read Nieto Part III/Ch 9</td>
<td>Textbook Assignment #2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02.25.18</td>
<td>Read Nieto III/Ch 10 &amp; 11</td>
<td>Textbook Assignment #3</td>
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<tr>
<td>7</td>
<td>03.04.18</td>
<td>Read book</td>
<td>No submission</td>
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<tr>
<td>8</td>
<td>03.11.18</td>
<td>Module III: ELL Strategies</td>
<td>Read: Language Ideologies in Bilingual Education</td>
<td>ELL Assignment #1 (mandatory Part I)</td>
</tr>
<tr>
<td>9</td>
<td>03.25.18</td>
<td>Read ELL literature</td>
<td>ELL Assignment #2 (choice of two from Parts II, III &amp; IV)</td>
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<tr>
<td>10</td>
<td>04.01.18</td>
<td>Read book</td>
<td>No submission</td>
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<tr>
<td>11</td>
<td>04.08.18</td>
<td>Module IV: Bias Project - Becoming a Socially Just Person</td>
<td>Bias Project Part I</td>
<td>Bias Project Part I Reflection</td>
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<tr>
<td>12</td>
<td>04.15.18</td>
<td>Bias Project Part II/1. &amp; 2.</td>
<td>Bias Project Part II Questions &amp; Plan</td>
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<tr>
<td>13</td>
<td>04.22.18</td>
<td>Bias Project Part II/3. Bias Project Part III</td>
<td>Bias Project Part III Narrative &amp; Reflection</td>
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<tr>
<td>14</td>
<td>04.29.18</td>
<td>Read book</td>
<td>No submission</td>
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Assignments & Evaluation

Module I (Privilege Project & Project Implicit) 10%
Module II (Textbook Assignments or Mentoring) 20%
Module III (ELL Strategies) 20%
Module IV (Bias Project) 20%
Module V (Book Assignment) 30%

You should always be aware of your current course grade, which is shown as your Weighted Total on Bb/Grades. Please note that your grades are weighted, which means that your final course grade is different from the arithmetic mean.

Individual & Collaborative Submissions

You must complete Modules I & IV individually. You may choose to complete Modules II, III, and V with a partner or in small groups. Please email me if that’s what you prefer and if you need help finding a partner or a group. Enter only one submission per team on Bb and be sure to list all team members’ names on that one submission.

Medium of Your Choice

One goal of this course is for you to understand that acting in culturally aware & responsive ways means to embrace people’s uniqueness. I am trying to model this by accommodating your multiple intelligences rather than requiring you to complete all assignments in essay format. This means that you can complete the majority of our assignments through a medium of your choice, which means in a way that best reflects your learning. In other words, you do not have to write essays if the linguistic intelligence is not your most comfortable one. You may choose to complete an assignment in one of the following formats:

- Graphic organizer or Concept map
  - For example http://www.inspiration.com/visual-learning/graphic-organizers
- Digital or Photo story
  - For example http://courseweb.lis.illinois.edu/~jevogel2/lis506/howto.html
• Cartoon
• Poem
  o http://writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf
  o https://www.youtube.com/watch?v=flb_5X59_DA&t=10s
  o https://www.poets.org/poetsorg/text/brief-guide-slam-poetry
• Vignette
  o https://www.google.com/search?q=how+to+write+a+vignette&oq=how+to+write+a+vignette&aqs=chrome..69i57j0l5.4072j0j7&sourceid=chrome&ie=UTF-8#xxri=13
  o http://www.literarydevices.com/vignette/
• Short story
  o http://www.wikihow.com/Write-a-Short-Story
• Diary entry (Note: A diary entry is not a half-page essay starting with “Dear Diary.” It is something deeply reflective and personal.)
  If you feel you can best reflect your learning in a medium not listed here, suggest it; it’s probably a great idea. Just make sure that the quality of your presentation is adequate. For example, do not choose to do a cartoon if the final product resembles a child’s drawing rather than a submission for a university course. You would choose that medium if you have a nag for drawing. For specific requirements, see Evaluation Rubrics for each individual assignment (Bb).

Please note that short answers are not on the list. Hence, if you choose to write, compose a coherent essay that addresses the individual parts of an assignment in their connectedness rather than separately.

All assignments are reflective in nature. To reflect means to make meaning of things in their connection to other things. In other words, rather than agreeing or disagreeing with something, say what things mean to you. Once you have clarified that, think about the “so what?”

Course Policies

Assignments

Assignments are due by midnight every Sunday. All assignments are to be submitted through Bb only. The professor reserves the right to return, for resubmission, any work that is not neatly, legibly, and professionally submitted. In addition, assignments containing multiple spelling, usage, and/or mechanics errors will be returned for revision upon the discretion of the professor, or a reduced grade may be assigned.
Late Work

One letter grade will be deducted for all late work. Late work is considered only if turned in within one day from the date it was due.

Syllabus Disclaimer:
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with the exception of Course Description, Course Objectives, and Learning Outcomes with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes, and information about such changes will be available at all times from the instructor. It is the responsibility of each
student to know what changes, if any, have been made to the provisions of this syllabus to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by the students when the syllabus is received.
ASU Policies

Academic Honesty

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Plagiarism and cheating are grounds for dismissal from this class. You are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

(www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

Persons Seeking Accommodations

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made.

OP 10.15 Providing Accommodations for Students with Disabilities

http://www.angelo.edu/opmanual/#s10

Learning Outcomes

For specific PPR, Teacher Preparation, and Technology Application Standards, please see Bb/Standards

https://blackboard.angelo.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=1181559_1&course_id=42290_1&content_id=1181559_1
<table>
<thead>
<tr>
<th>Goals, Competencies and Standards</th>
<th>Tests</th>
<th>Group Project</th>
<th>Professional Paper</th>
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<tbody>
<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
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<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>x</td>
<td>x</td>
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<td>2. Core skills</td>
<td>x</td>
<td>x</td>
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<td>3. Specialized knowledge</td>
<td>x</td>
<td>x</td>
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<td>4. Social responsibility</td>
<td>x</td>
<td>x</td>
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<td>5. Cultural identity</td>
<td>x</td>
<td>x</td>
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<td><strong>TexES Competencies</strong></td>
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<td>Competency 1: Understands human development processes; knows the typical stages of cognitive, social physical and emotional development of students in early childhood through grade 12</td>
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<td>Competency 2: Understands student diversity; accepts and respects students with diverse backgrounds and needs</td>
<td>x</td>
<td>x</td>
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<td>Competency 3: Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Competency 4: Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students’ learning.</td>
<td>x</td>
<td>x</td>
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<td><strong>InTASC Standards</strong></td>
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<tr>
<td>Standard 1: Learner Development (TTPS: 1.2, 2.1, 2.2, 2.3, 4.1)</td>
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<td>Standard 2: Learning Differences (TTPS: 1.3, 2.1, 2.2, 2.3, 4.1)</td>
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<td>Standard 3: Learning Environments (TTPS: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4)</td>
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<tr>
<td>Standard 3: Learning Environments (TTPS: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4)</td>
<td>x</td>
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<td>Standard 4: Content Knowledge (TTPS: 1.2, 1.5, 1.6, 3.1 3.2, 3.3, 5.2)</td>
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<td>Standard 4m: Application of Content (TTPS: 1.5, 3.2, 3.3)</td>
<td>x</td>
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<td>Standard 5s: Assessment (1.6, 5.1, 5.2, 5.3, 5.4)</td>
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<td>Standard 7: Planning for Instruction (TTPS: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4)</td>
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