EPSY 3314 Linguistically Diverse Learners

Spring 2019

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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 Textbooks & Materials:


2. Composition Notebook

3. 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)

i. Three Cups of Teas (Culture: Pakistan, Afghanistan)

4. Instructor-provided articles
5. Blackboard
6. ASU Ramport email

**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.
6. Apply “best practice” teaching strategies while teaching students that are linguistically diverse.
Assignments & Evaluation (Times are Approximate)

Weeks 1,2 (Introduction) 100 pts.
Weeks 3,4, 5 (Textbook Assignments) 200 pts.
Weeks 6, 7, 8 (Diversity, Multi-Culturalism) 200 pts.
Weeks 9,10, 11 (EL Teaching Strategies) 200 pts.
Weeks 12, 13, 14 (Culturally Responsive Teaching) 200 pts.
Weeks, 15,16 (Wrap-up) 100 pts.
Total: 1,000 pts.

Notebook: 50 pts. Extra Credit

Course Requirements:

Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis each week. Candidates are expected to attend class, complete reading assignments prior to each class period, complete assignments/projects each week, and take tests/exams as scheduled.

Attendance, Participation and Preparation Policies

Attendance Policy Candidates are to adhere to ASU policy OP 10.04 and Unit policy. Class attendance is a professional responsibility. Please be on time and plan to stay the entire class period. Attendance will be taken during each class period. There are no “excused” absences in this class as you are allowed two before any loss of attendance points. Each absence after the second absence results in 5 points off. Late work will be penalized 5 points for each late day.

Course Evaluation and Grading
Grading includes neatness, organization, creativity, and appropriateness of material to course content. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for grammar and punctuation!

Academic Honesty
Candidates are to be familiar with the ASU Student Handbook and the University Honor Code, which includes the “Student Academic Honor Code Statement” and will be graded accordingly. Please edit for grammar and punctuation!

Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for
understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

**College of Education Electronic Communication Devices Policy:** Cell phones, pagers, and other electronic communication devices are to be TURNED OFF during class time. IF you need to leave it on due to family emergency situations, please leave on VIBRATE.

**ASU OP10.19 Student Absence for Observance of Religious Holy Day**
http://www.angelo.edu/opmanual/#s10

**Other Items:** Web Sites

- www.apa.org American Psychological Association
- http://blackboard.angelo.edu/ Blackboard access at Angelo State University
- www.tea.state.tx.us Texas Education Agency

**Approved Educator Standards – Texas**
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

**State Board of Education - Texas Education Agency (TEA)** - http://www.tea.state.tx.us

**State Board for Educator Certification (Texas)**

**TExES Standards/Competencies**  
http://cms.texes-ets.org/texes/prepmaterials/tests-at-a-glance/

**Texas Administrative Code** SBEC web site link:

**Texas Essential Knowledge & Skills (TEKs)** -  
http://www.tea.state.tx.us/index2.aspx?id=6148

**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

ASU OP 10.15 Providing Accommodations for Students with Disabilities
http://www.angelo.edu/opmanual/#s10

Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

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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<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>
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<td>2. Core skills</td>
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<td>3. Specialized knowledge</td>
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<td>4. Social responsibility</td>
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<td>5. Cultural identity</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,</td>
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<td>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</td>
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<td>backgrounds and needs</td>
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<td>Competence 3: Knows strategies for enhancing one's own understanding of students' diverse</td>
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<td>backgrounds and needs</td>
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<td>Competency 4: Analyzes ways in which factors in the home and community (e.g., parent expectations,</td>
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<td>availability of community resources, community problems) impact student learning, and plans</td>
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<td>instruction and assessment with awareness of social and cultural factors to enhance all</td>
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<td>students' learning</td>
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<td><strong>InTASC Standards</strong></td>
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<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 2j</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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<td>Standard 3l</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</td>
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<td>Standard 5: Application of Content (TTPS: 1.5, 3.2, 3.3)</td>
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<td>Standard 5s</td>
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<td>Standard 6: 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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