



**EPSY 3314 Linguistically Diverse Learners**

**Fall 2019**

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 R: 10:30 am – 12:30 pm & 2:00 pm – 3:00 pm  
 Additional office hours, physically & virtually, by appointment

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 responsive and socially just practices in U.S. classrooms*. Portsmouth, NH: Heinemann. ISBN 978-0-325-02715-9

2. Choose **one** of the following (can be rented from a library):
  - a. The God of Small Things (Culture: India)  
Roy, A. (2017). *The God of small things*. London: 4th Estate.
  - b. A Cup of Friendship (Culture: Afghanistan)  
Rodriguez, D. (2011). *A cup of friendship*. Detroit: Gale Cengage.
  - c. A Thousand Splendid Suns (Culture: Afghan women)  
Hosseini, K. (2007). *A thousand splendid suns*. New York: Riverhead Books.
  - d. The Red Thread (Culture: China & Adoption)  
Hood, A. (2011). *The red thread: a novel*. New York: W.W. Norton.
  - e. Beautiful Boy (Culture: Addiction and co-dependency)  
Sheff, D. (2009). *Beautiful boy: A father's journey through his son's addiction*. Boston: Mariner.
  - f. Minding Frankie (Culture: Ireland)  
Binchy, M. (2013). *Minding Frankie*. Random House.
  - g. Black and Blue (Culture: Domestic Violence)  
Quindlin, A. (2012). *Black and blue*. London: Windmill.
  - h. House Rules (Culture: Autism)  
Picoult, J. (2014). *House rules*. Sydney: Allen & Unwin.
  - i. The Round House (Culture: present day Indian reservation)  
Erdrich, L. (2012). *The round house*. New York, NY: Harper.
  - j. I Am Malala (Culture: Pakistani girls & education)  
Yousafzai, M., & Lamb, C. (2013). *I am Malala: the girl who stood up for education and was shot by the Taliban*. New York, NY: Little, Brown, & Company.
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

### **Assignments & Evaluation**

|   |     |
|---|-----|
| Module 1 (Inside the Mind ..., Privilege Project) | 10% |
| Module 2 (Textbook Assignments)                   | 20% |
| Module 3 (CLD Strategies)                         | 20% |
| Module 4 (Book Assignment)                        | 20% |
| Module 5 (Bias Project)                           | 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 & V individually. You may choose to complete Modules II, III, and IV with a partner or in small groups. I encourage you to consider collaboration especially for the Textbook Assignments. There are only two assignments in that module, and although the textbook is excellent and inexpensive, this gives you a chance to share it with someone. 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.

### Course Schedule

| Week | Due Date | Topic   | To Do <b>PRIOR</b> to Due Date                                  | To Submit   |
|------|----------|---|---|---|
| 1    | 09.01.19 | Course Intro & Expectations   | Watch Introductory Video  | Class Café Introduction & Goals/Expectations (DB)               |
| 2    | 09.08.19 | Module I:<br>Understanding the Self                                   | Inside the Mind of ...<br>Project Implicit<br>Privilege Project | Reflection on Project Implicit & Privilege Project              |
| 3    | 09.15.19 |   | Choose book   | Email book choice   |
| 4    | 09.22.19 | Module II:<br>Finding Joy in Teaching Students of Diverse Backgrounds | Read Nieto Part I   | Textbook Assignment #1  |
| 5    | 09.29.19 |   | Read Nieto Part II (chapter of choice) & Part III/Ch 9, 10      | Textbook Assignment #2  |
| 6    | 10.06.19 |   | Read book   | No submission   |
| 7    | 10.13.19 | Module III:<br>CLD Strategies   | Read:<br><i>Language Ideologies in Bilingual Education</i>      | CLD Assignment #1   |
| 8    | 10.20.19 |   | Part II – Understanding and working with CLDs                   | CLD Assignment #2   |
| 9    | 10.27.19 |   | Read book   | No submission   |
| 10   | 11.03.19 | Module IV:<br>Social Justice  | Finish reading book   | Book Assignment   |
| 11   | 11.10.19 |   |   | No submission   |
| 12   | 11.17.19 | Module V:<br>Bias Project   | Bias Project Part I   | Bias Project Part I<br>Personal reflections                     |
| 13   | 11.24.19 |   | Bias Project Part II  | Bias Project Part II<br>Conversation questions and meeting plan |
| 14   | 12.01.19 |   | Bias Project Part III   | Bias Project Part III<br>Narrative & Reflection                 |
| 15   | 12.08.19 |   | Reflections on Goals/Expectations from Week 1 (DB)              | Final reflection  |

## 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 [https://drive.google.com/file/d/1rzNbU36PYR6R\\_-azX8OiHvXvyjSWCeIO/view?usp=sharing](https://drive.google.com/file/d/1rzNbU36PYR6R_-azX8OiHvXvyjSWCeIO/view?usp=sharing) (Open with Google Slides and use volume. If you do not want to do voice, be sure to compensate by adding reflective thoughts differently.)
- Cartoon
- Poem
  - [http://writingfix.com/PDFs/Comparison\\_Contrast/Poem\\_Two\\_Voices.pdf](http://writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)
  - [https://www.youtube.com/watch?v=ffb\\_5X59\\_DA&t=10s](https://www.youtube.com/watch?v=ffb_5X59_DA&t=10s)
  - <https://www.poets.org/poetsorg/text/brief-guide-slam-poetry>
- Vignette
  - <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>
  - <http://www.literarydevices.com/vignette/>
- Short story
  - <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 with an intro that has a thesis, a body that addresses the individual parts of an assignment in their connectedness rather than separately, and a conclusion. The format is APA, which, for the parameters of our course, means TNR, 12 pts. 2.0, one-inch margins, indented paragraphs, name in the header.

**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?” Your thinking should follow this progression: **What? → So what? → Now 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*.

<https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php>

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero for the plagiarized assignment while this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

### Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

Director of Student Disability Services

Office of Student Affairs

325-942-2047

[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

Houston Harte University Center, Room 112

### **Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

- Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210 Phone: 325-942-2022
- E-Mail: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact

- the University Counseling Center (325- 942-2371)
- the 24-Hour Crisis Helpline (325-486-6345)
- the University Health Clinic (325-942- 2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## 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](https://blackboard.angelo.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=1181559_1&course_id=42290_1&content_id=1181559_1)

| Goals, Competencies and Standards  | Tests | Group Project | Professional Paper |
|--|-------|---------------|--------------------|
| <b>ASU Undergraduate Learning Goals</b>  |       |               |                    |
| 1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis   | x     | x             | x                  |
| 2. Core skills   | x     | x             | x                  |
| 3. Specialized knowledge   | x     | x             | x                  |
| 4. Social responsibility   | x     | x             | x                  |
| 5. Cultural identity   | x     | x             | x                  |
| <b>TexES Competencies</b>  |       |               |                    |
| 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  | x     | x             |                    |
| Competency 2: Understands student diversity; accepts and respects students with diverse backgrounds and needs  | x     | x             | x                  |
| Competence 3: Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs  | x     | x             | x                  |
| 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. | x     | x             | x                  |
| <b>InTASC Standards</b>  |       |               |                    |
| <b>Standard 1: Learner Development (TTPS: 1.2, 2.1, 2.2, 2.3, 4.1)</b>   |       |               |                    |
| <b>Standard 2: Learning Differences (TTPS: 1.3, 2.1, 2.2, 2.3, 4.1)</b>  |       |               |                    |
| Standard 2j  | x     |               |                    |
| <b>Standard 3: Learning Environments (TTPS: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4)</b>  |       |               |                    |
| Standard 3l  | x     | x             |                    |
| <b>Standard 4: Content Knowledge (TTPS: 1.2, 1.5, 1.6, 3.,1 3.2, 3.3, 5.2)</b>   |       |               |                    |
| Standard 4m  | x     |               |                    |
| <b>Standard 5: Application of Content (TTPS: 1.5, 3.2, 3.3)</b>  |       |               |                    |
| Standard 5s  | x     | x             |                    |
| <b>Standard 6: Assessment (1.6, 5.1, 5.2, 5.3, 5.4)</b>  |       |               |                    |
| <b>Standard 7: Planning for Instruction (TTPS: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4)</b>   |       |               |                    |