EPSY 3314 Linguistically Diverse Learners
Spring 2020

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Office: Carr 116
Office Hours: Mon./Wed./Fri 10-11, M/W 1-3, T 3-4, or by appointment.
Office Phone: 325-486-6943
Location/Time: M/W/F 9:00-9:50, Rm. 192

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. Class Novel- Information will be given in class
4. Instructor-provided articles
5. Blackboard/Ramport

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.

Tentative Schedule with Assignments & Evaluation

Week 1,2:  Introduction: Getting Better Acquainted with Yourself and Others 100 points
Week 3,4,5:  Finding Joy in Teaching Diverse Students (Textbook) 200 points
Week 6,7:  Bias and Stereotypes 150 points
Week 8:  ELL Policy 100 points
Week 9/10/11:  Week Best Practice in a Culturally Responsive Classroom 150 points
Week 12:  Novel Study 100 points
Week 13/14/15:  Social Justice Unit/Presentation 200 points

Total: 1000 pts.

**Notebook  50 points extra credit

Grading (in Teacher Education, a grade below a C is not acceptable and is considered an F):

900 - 1000 points  = A
899 – 800 points  = B
799 – 700 points  = C
699 – 600 points  = D
599 points or below  = F

Candidates 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

Angelo State University  Department of Teacher Education
tests/exams as scheduled.

Attendance, Participation and Preparation Policies

Attendance Policy Candidates are to adhere to ASU policy OP 10.04 and Unit policy. [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10) 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](http://www.angelo.edu/opmanual/#s10) before any loss of attendance points. Each absence after the second absence results in [5 points off](http://www.angelo.edu/opmanual/#s10). Late work will be penalized [5 points for each late day](http://www.angelo.edu/opmanual/#s10).

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](http://www.angelo.edu/opmanual/#s10) 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” [www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf) [https://www.angelo.edu/content/files/17358-university-honor-code](https://www.angelo.edu/content/files/17358-university-honor-code). 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](http://www.angelo.edu/opmanual/#s10)

Other Items: Web Sites

[www.apa.org](http://www.apa.org) American Psychological Association
[http://blackboard.angelo.edu/](http://blackboard.angelo.edu/) Blackboard access at Angelo State University
[www.tea.state.tx.us](http://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/](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](http://www.tea.state.tx.us)
State Board for Educator Certification (Texas)

TExES Standards/Competencies  http://cms.texas-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

Title IX at Angelo State University:

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022 michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.
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<th>Goals, Competencies and Standards</th>
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<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
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<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
<td>x</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, 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>
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<td>Competence 3: Knows strategies for enhancing one’s own understanding of students' diverse 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, 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>
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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 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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