EDBE 3480 002: Bilingualism and Multiculturalism for English Language Learning: Issues and Perspectives; 03 credit hrs.

Department of Teacher Education
Instructor Name Dr. Patsy Sosa-Sanchez
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Office Phone 972-338-1527
Email Address Patsy.Sosa-Sanchez@untdallas.edu
Office Hours By appointment
Virtual Office Hours By appointment
Course Format/Structure Face-to-Face
Classroom Location DAL 1 204
Class Meeting Days & Times Tuesdays 10:00 a.m. – 12:50 p.m.
Course Catalog Description Study of socio-cultural and linguistic issues related to bilingualism and multiculturism that impact educational access and equity; includes an introduction to pedagogical practices that facilitate both academic content and language acquisition.
Prerequisites
Corequisites May be taken concurrently with EDBE 3470

Recommended Text & References John Seidlitz (2010) ELPS Flip Book, Spiral Bound. (available used on Amazon).
Access to Learning Resources UNT Dallas Library:
phone: (972) 338-1616;
website URL: http://www.untdallas.edu/library
UNT Dallas Bookstore:
Course Overview: Study of socio-cultural and linguistic issues related to bilingualism and multiculturism that impact educational access and equity. Content includes an examination of the importance of language and culture in teaching and learning, evaluating literature for multicultural elements, interpreting the TELPAS language assessment exam, and developing differentiated lesson plans to teach to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS).

Course Goal: The goal of this course is to provide aspiring teachers with the knowledge, skills, and dispositions to plan and deliver effective instruction to linguistically and culturally diverse students.

Student Learning Outcomes: Student Learning Outcomes are aligned with INTASC principles, TEA English Language Proficiency Standards, and Texas Education Agency Bilingual and ESL Standards for teachers. At the end of this course, the student will be able to:

1. Discuss the importance of being a “transformational” educator and of knowing about students’ cultures and experiences;
2. Select and evaluate multicultural literature for (EL) English learners and culturally diverse students;
3. Identify historical, social, and political factors impeding access and inclusion of linguistic and cultural minorities;
4. Define “xenophobia” and its current consequences related to refugees, immigrants, migrants, and displaced persons;
5. Interpret TELPAS writing samples;
6. Develop differentiated instructional strategies for selected TEKS and ELPS in content areas in either Spanish or English;
7. Plan an instructional lesson at a selected grade level in one academic content demonstrating effective incorporation of the ELPS (English Language Proficiency Standards);
8. Compare historical, linguistic, and cultural features of Spanish-speaking national-origin students in American public schools from Central America, the Caribbean and South America.
# Course Outline

This schedule is subject to change by the instructor.

<table>
<thead>
<tr>
<th>DATE &amp; Module</th>
<th>Topic</th>
<th>Readings/Activities/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Aug. 27 Module 1</td>
<td>Course Overview and Expectations&lt;br&gt;Self-Introductions&lt;br&gt;Intro to Multicultural Education- Knowledge of Self and Others</td>
<td>Syllabus&lt;br&gt;Canvas Modules/Matrix&lt;br&gt;Handouts and related assignments&lt;br&gt;DUE: Self-introductions on Canvas Discussion Board by MIDNIGHT.</td>
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<tr>
<td>Sept. 3 Module 2</td>
<td>Culture and its importance (Funds of Knowledge and Transformative teaching)</td>
<td>MCE Literature: Chapter 14: Latino Children’s Multicultural Literature and Literacy Practices as Social Imagination: Becoming a Culturally Efficacious Educator (pps.265-284)&lt;br&gt;MCE Practice: Chapter1: Going Beyond Heroes and Holidays: Scaffolding Multicultural Practices (pp 1-10)&lt;br&gt;MCE Literature: Chapter 4: Cruzando Fronteras: Negotiating the Stories of Latino Immigrants and Transnational Children (pps.72-79); and Transformative teaching handouts&lt;br&gt;You Tube Videos&lt;br&gt;DUE: Online Graded Assignment 1: Culture and its Importance by <strong>10:00 a.m.</strong></td>
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<tr>
<td>Sept. 10 Module 3</td>
<td>Xenophobia, prejudice and consequences</td>
<td>selections on Canvas&lt;br&gt;MCE Practice: Chapter 2 Transforming Pancho Villa (pp. 13-22)&lt;br&gt;You Tube Videos&lt;br&gt;DUE: Online Graded Assignment 2: Xenophobia by <strong>10:00 a.m.</strong>&lt;br&gt;Online Discussion 1: Poetry Reflection due by MIDNIGHT&lt;br&gt;Course Reflection I due by MIDNIGHT.</td>
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<tr>
<td>Sept. 17 Module 4</td>
<td>Indigenous peoples and revitalization of languages</td>
<td>Cherokee DVD; additional readings on Canvas&lt;br&gt;DUE: Online Graded Assignment 3: American Indian Boarding Schools due by <strong>10:00 a.m.</strong>&lt;br&gt;In class Assignment 1: Saving Cherokee due by <strong>12:50 p.m.</strong>&lt;br&gt;Online Discussion 4: American Indian Languages due by MIDNIGHT.</td>
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<tr>
<td>Sept. 24 Module 5</td>
<td>Discussion of Language Varieties</td>
<td>IN Class: DVD “Talking Black in America”; Ebonics movement in San Francisco&lt;br&gt;DUE:</td>
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<tr>
<td>DATE &amp; Module</td>
<td>Topic</td>
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<tr>
<td>Oct. 1 Module 6</td>
<td>Identity and Culture through Literature</td>
<td><strong>MCE Literature:</strong> Chapter 1: Multicultural Latino Children’s Literature: A Tool to Enrich the Lives and the Learning of Latino Bilingual Learners (pps.3-18) MCE Literature: Chapter 3: Beyond Calaveras and Quinceañeras: Fostering Bilingual Latino Students’ Identity Development with Culturally Relevant Literature: (pp.51-64) <strong>DUE:</strong> Online Discussion 2: Bilingual/Biculturalism due by MIDNIGHT.</td>
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<tr>
<td>Oct. 5 Module 7</td>
<td>Criteria for Evaluating Literature and Curriculum</td>
<td><strong>MCE Literature:</strong> Chapter 2: Exploring the Traditions of Latino Children’s Literature: Beyond Tokenism to Transformation <strong>DUE:</strong> Online Graded Assignment 5: Book Awards due by 10:00 a.m. Course Reflection II due by MIDNIGHT.</td>
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<tr>
<td>Oct. 15 Module 8</td>
<td>Criteria for evaluating literature Selecting and Evaluating Curricular Materials</td>
<td><strong>MCE Literature:</strong> Chapter 2, p.46 (Evaluating Literature Guide) Bring Multicultural books to evaluate <strong>DUE:</strong> Online Graded Assignment 6: Selecting High Quality Literature due by 10:00 a.m. In class Assignment 3: Evaluating Literature and Curricular Materials due by 12:50 p.m.</td>
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<tr>
<td>Oct. 22 Module 9</td>
<td>Lesson Planning and T-TESS teaching evaluation /differentiation</td>
<td>T-Tess handout and Evaluation of Teaching <strong>DUE:</strong> In class Graded Assignment 4: Differentiated Instruction and the T-TESS due by 12:50 p.m. Online Discussion 5: Differentiation of Instruction due by MIDNIGHT.</td>
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<tr>
<td>Oct. 29 Module 10</td>
<td>Lesson Planning Social Studies TEKS/ELPS</td>
<td><strong>MCE Literature:</strong> Chapter 8: En Aquel Entonces y Hoy en Dia: Using Latino Children’s Literature to Situate Social</td>
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<td>DATE &amp; Module</td>
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<td>Studies Education (pps.145-164)</td>
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<td>Social Studies Lesson Planning: Literacy across the curriculum</td>
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<td><strong>DUE:</strong> In Class Graded Assignment 5: English Language Proficiency Standards (ELPS) due by <strong>12:50 p.m.</strong></td>
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<td>Online Discussion 3: Integration of culture with Social Studies due by <strong>MIDNIGHT.</strong></td>
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<tr>
<td>Nov. 5</td>
<td>Lesson Planning Mathematics TEKS/ELPS</td>
<td><strong>MCE Literature:</strong> Chapter 10: Tiempo y Cultura: Exploring Latino Stories Through Mathematics (pps.183-199) <strong>MCE Practice:</strong> Chapter 5: Honoring and Sustaining Heritage Languages: Strategies for the Non-Bilingual Teacher (pp. 51-61) Mathematic Lesson Planning: Literacy across the curriculum Planning with TEKS and ELPS <strong>DUE:</strong> Online Graded Assignment 7: Previewing the book <em>Sir Cumference</em> due by <strong>10:00 a.m.</strong> Online Graded Assignment 8: The Language of MATH due by <strong>10:00 a.m.</strong></td>
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<tr>
<td>Module 11</td>
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<td>Resources on Canvas Simulation activity in-class <strong>DUE:</strong> Course Reflection III due by <strong>MIDNIGHT.</strong></td>
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<tr>
<td>Nov. 12</td>
<td>TELPAS Assessments What are they and why are they important?</td>
<td>Presentations of lessons <strong>DUE:</strong> Submission of Lesson Plan to <em>Canvas</em> by <strong>10:00 a.m.</strong></td>
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<tr>
<td>Module 12</td>
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<td>Thanksgiving Week! Enjoy your families!</td>
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<tr>
<td>Nov. 19</td>
<td>Content Lesson Plans</td>
<td>Presentations of lessons <strong>DUE:</strong> Submission of Lesson Plan to <em>Canvas</em> by <strong>10:00 a.m.</strong></td>
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<td>Module 13</td>
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<td>Thanksgiving Week! Enjoy your families!</td>
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<td>Nov. 26</td>
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<td>Thanksgiving Week! Enjoy your families!</td>
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<tr>
<td>Dec. 3</td>
<td>Content Lesson Plans</td>
<td>Presentations of lessons</td>
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<tr>
<td>Module 14</td>
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<td>Thanksgiving Week! Enjoy your families!</td>
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<tr>
<td>Dec. 10</td>
<td>FINAL: Testimonio (Part 1 &amp; 2)</td>
<td><strong>ONLINE FINAL</strong></td>
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<tr>
<td>Module 15</td>
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<td>Thanksgiving Week! Enjoy your families!</td>
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COURSE EXPECTATIONS

Attendance/Participation: 300 Points

Each class session is worth 20 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 20 points will be subtracted for every absence (EXCUSED OR UNEXCUSED). Reflection Log must be filled at the end of each session in order to receive attendance credit.

Excused absences are supported by ONLY medical documentation, UNLESS university sanctioned. Must include date/time of visit. Only original documents will be accepted. No electronic submissions.

3 points will be subtracted to daily attendance grade for each partial absence of 15 or more minutes due to arriving late (includes breaks) or leaving early.

If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than two sessions, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed.

Please inform me in advance of any excused absences you may have in compliance with the University of North Texas Dallas.

Preparedness for class: Since this class will be conducted like a workshop/seminar, it is essential that you keep up with the reading. (Note- readings for each week as listed on the weekly schedule must be complete by the time class begins on Tuesdays) We will also have in-class assignments and projects that will be included in the participation grade such as discussions, collaboration exercises, text questions, etc.

NOTE: Your participation grade will lower if you are engaged in activities/discussions unrelated to the topic at hand, and/or your use of technologies in excess are observed. A one-time warning will be issues; afterward, point reduction for class participations will be warranted.

Late Work Policy: Assignment submission time and dates are included in the schedule. Late assignments will be reduced by 50% of the points assigned or at the discretion of the instructor. NO EXCEPTIONS. I am confident that you will not delay turning in assignments.

STUDENT ACCOUNTABILITY and MEASUREMENTS

In-Class Graded Assignment (100)
You will have five assignments (20 pts. each) that we will complete in class either in small group, whole group or individually. You must bring your electronic devices to class to submit before you leave. All in-class graded assignments are due by 12:50 P.M. IN CLASS on the given due dates.

Assignment 1: Saving Cherokee
After reviewing resources/documentaries on the Cherokee Language, you will respond to questions/reflection input about the film.

Assignment 2: Talking Black in America
You must be present to participate. Before leaving class you will turn in your response to pre-, during, and post-questions related to the video.

Assignment 3: Evaluating Literature and Curricular Materials
We will evaluate children's curriculum materials and books using modified guides on pages 46 and 67. Detailed instructions will be provided in class. You must bring a Multicultural Children’s book to complete this activity.

Assignment 4: Differentiated Instruction and the T-TESS
You will be responsible for identifying differentiated instructional (DI) strategies as related to the T-TESS.

Assignment 5: English Language Proficiency Standards (ELPS)
You will be asked to identify ELPS for different lessons, as well as create ELPS for the different levels of ELs.
Course Reflections (150)
As you prepare for your Testimonio, you will be asked to write a course reflection three times (50 pts each). This is very reflective on what you are learning, and how it helps make you a transformative educator. Course reflections are due by MIDNIGHT on given due dates.

Online Discussions (250)
You will have opportunities to discuss your understanding and reflect on different readings assigned over the course of the semester. Each of the following will have guiding questions to prompt your discussion. These require responses to at least TWO classmates. They must be completed by MIDNIGHT, on dates assigned in order to receive full credit (50 pts each):

Discussion 1: Poetry Reflection
Discussion 2: Bilingual/Biculturalism
Discussion 3: Integration of culture with Social Studies
Discussion 4: American Indian Languages
Discussion 5: Differentiation of Instruction

Online Graded Assignments (200)
You will have additional online graded assignments (25 pts each). These assignments have specific guidelines and guiding questions that will prompt your reflective responses. A guide to a good response include all of the following: What did the text mean to you? How did you make personal connection? What did it remind you of? How does the reading influence you as a pre-service teacher? They must be completed by 10:00 A.M. on given due dates.

Graded Assignment 1: Culture and its Importance
Graded Assignment 2: Xenophobia
Graded Assignment 3: American Indian Boarding Schools
Graded Assignment 4: Black English in America: Dialectical Language
Graded Assignment 5: Book Awards
Graded Assignment 6: Selecting High Quality Literature
Graded Assignment 7: Previewing the book Sir Cumference
Graded Assignment 8: The Language of MATH

Midterm (150)
You will have a midterm in this course. Through the Midterm Menu, you can choose from two: Online Guided Written Reflection (from the readings), OR an Online Written Reflection (from the movie, El Norte. Your choice must be submitted by September 30th. El Norte will be viewed as a class on Saturday, October 5th in FH 101 from 12:30-3:30 p.m. Please be on the lookout for sign up electronic opportunity.

Lesson Plan Presentation (100)
You will present a content lesson of your choice (i.e. ELAR, Science, Social Studies, Mathematics) Using the Lesson Plan Model attached, you will need to provide TEKS, ELPS and a hands-on activity for your classmates.

Testimonio (Final Exam: Part I) (200)
As you go through the course this semester, you will periodically be asked to reflect on your understanding of multicultural education, your role in society, and how it has shaped you into what you are today. The purpose of this assignment is to truly reflect on what you know about MCE at the beginning of the semester, and how your new learning will influence you as a pre-service teacher, keeping your identity as a major factor. More information will be provided on how to write your Testimonio, as well as resources to help you structure your final product.
Final Exam (Part II) (100)

You will have a short final exam (multiple choice) that will cover the chapters read in class. We will review in class before the end of the semester.

<table>
<thead>
<tr>
<th>Category</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class Participation /Attendance</td>
<td>300</td>
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<tr>
<td>In-Class Graded Assignments</td>
<td>100</td>
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<tr>
<td>Mid-Term or EL NORTE</td>
<td>150</td>
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<tr>
<td>Online Graded Assignments</td>
<td>250</td>
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<tr>
<td>Lesson Plan Project</td>
<td>100</td>
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<tr>
<td>Online Discussions</td>
<td>250</td>
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<tr>
<td>Course Reflections</td>
<td>150</td>
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<tr>
<td>Testimonio</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<td>Total</td>
<td>1500</td>
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Grade Determination:

A =1500-1350
B =1349-1200
C =1199-1051
D =1050-900
F = below 900

Course-Specific Policies

- Use of Canvas: Canvas is the authorized LMS of UNT Dallas. Announcements, grades, and weekly assignments with due dates will be posted for your convenience.

- Food and drinks are permitted in the classroom; however, it is your responsibility to clean up when done, and before leaving the classroom.

- Grades of Incomplete ‘I’ will be an option only if it meets with university policies.


University Policies and Procedures

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 the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.
Canvas Learn 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 learning course management system’s accessibility statement is also provided: https://dlit.untdallas.edu/accessibility

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.

Student Evaluation of Teaching Effectiveness 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: APA style is required for all writing assignments. Refer to the 6th 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.

Exam Policy: Online quizzes and the ability to retake is solely at the instructor’s discretion. The final exam is FINAL – you must take it on final exam day. 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 the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf 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.

Classroom Policies

Attendance and Participation:
The University attendance policy is in effect for this course. Participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed. Participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.
Attendance for this course will be taken at the beginning of class. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. Also, it is your responsibility to obtain any notes or information missed from a classmate. 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.

**Deadlines and Incompletes:** Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

**Inclement Weather:** Because all assignments are posted on the Canvas page for this face-to-face course, due dates are not 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 the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. 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. 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.

**NO CHILDREN ARE ALLOWED IN CLASS.** Students with children are expected to make the appropriate arrangements for childcare prior to the start of the semester. Students are not to leave their children on the UNT Dallas campus unattended. Children may attend class only if the assignment or activities pertain to a particular chapter from the text or to provide supporting information and hands on practice. The instructor will inform the class ahead of time when such an activity will take place.

In case of an illness (family, personal or child), an excused absence will apply. Receiving medical treatment at a medical clinic or emergency room or attending a family funeral, an announcement or obituary and medical document from a clinic, hospital and or physician’s office will be required. Information must be presented on letterhead.

**Technology and Software Requirements:** In order to successfully access the materials on Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements. Written assignments **must be submitted as a Microsoft Word document.** Google documents are not necessarily saved in this format, and documents sent from an alternate device may not be in Word format, either. Save your assignment as a Word document and submit it to Canvas as such.
You can learn about Canvas through the resource links provided below and become familiar with common terms, features, and other information you may need to have a successful online learning experience.

**Canvas Resource Links**

- Quick Start
- Canvas Glossary
- Canvas Guides
- iOS – Phone
- iOS – Tablet
- Android – Phone
- Android – Tablet

If you cannot find the answer in the Canvas Guides, click on the "Help" icon in the left-hand sidebar in Canvas.