

University of North Texas at Dallas
Fall 2016
SYLLABUS

EDBE 3480: BILINGUALISM AND MULTICULTURALISM FOR ENGLISH LANGUAGE LEARNING: ISSUES AND PERSPECTIVES 3 credit hours

Department of	Teacher Education and Administration	Division of	School of Education
Instructor Name:		Carol Jackson, Ph.D.	
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Email Address:		Carol.Jackson@untdallas.edu	
Office Hours:		Wednesdays 11:30 a.m. – 1:30 p.m.	
Virtual Office Hours:		Email, Call, or Text 9am-9pm M-Th; Limited access on weekends (F, Sa, Su)	
Classroom Location:		DAL 1 236	
Class Meeting Days & Times:		Wednesdays 8:30 a.m. – 11:20 a.m.	
Course Catalog Description:	Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; and insights into education in a pluralistic society. *Required for all teacher education majors including students seeking EC-6 or 4-8 Generalist certification specialization in Bilingual, ESL and Special education.		
Prerequisites:			
Co-requisites:	N/A		
Required Text:	<p>Au, Wayne. (2014) Rethinking Multicultural Education. Teaching for Racial and Cultural Justice. (Second Edition). Rethinking Schools Publication.</p> <p>The International Journal of Multicultural Education. Click on this link to complete your registration: http://ijme-journal.org/index.php/ijme/user/register</p> <p>Register with Teaching Tolerance website. Click on this link to register for enewsletter: http://www.tolerance.org/magazine/subscribe</p> <p>Selected autobiographical narrative: (You will select ONE of the following the first week of class.) Beals, Melba. (1995). <i>Warriors Don't Cry</i>. New York: Washington Square Press. Crow Dog, Mary (1990). <i>Lakota Woman</i>. New York: Harper Collins Publishers. Gallo, D.R., Ed., (2004). <i>First Crossing: Stories about Teen Immigrants</i>. Cambridge, MA: Candlewick Press. Houston, J.W., & Houston, J.D. (2002). <i>Farewell to Manzanar</i>. New York: Houghton Mifflin Company. Rodriguez, Luis. J. (1993). <i>Always Running: La Vida Loca: Gang Days in L.A.</i> New York: Simon & Schuster.</p>		
Recommended Text and References:	Blanton, C. K. (2004). The strange career of bilingual education in Texas, 1836-1981(1st ed.). Cummins, J. (2000). Language, power, and pedagogy: Bilingual children in the crossfire. Buffalo, NY: Multilingual Matters. Cummins, J., & Hornberger, N. H. (2008). Bilingual education (2nd ed.). New York: Springer. Jiménez, F. (2008). Más allá de mí. Boston: Houghton Mifflin Company. Jiménez, F. (2008). Reaching out. Boston: Houghton Mifflin Company. Nieto, S. (2009). Language, culture, and teaching: Critical perspectives for a new century (2nd ed.). New York: Routledge.		

Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural Education* (5th ed.). Boston: Pearson/Allyn and Bacon.

Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (4th ed.). Boston: McGraw-Hill.

Spring, J. H. (2007). *Deculturalization and the struggle for equality. A brief history of the education of dominated cultures in the United States* (5th ed.). Boston: McGraw-Hill.

Ramos, J., & Cordero, K. (2005). *Dying to cross: The worst immigrant tragedy in American History*. Carmel, CA: Hampton-Brown.

Sheth, K. (2004). *Blue jasmine* (1st ed.). New York: Hyperion Books for Children.

Access to Learning Resources:

UNT Dallas Library:
 Head Librarian: Brenda Robertson
 phone: 972.338.1617
<http://www.untdallas.edu/ourcampus/library>
 UNT Dallas Bookstore:
 Phone: 972.780.3652
 Email: untdallas@bkstr.com

Learning Objectives/Outcomes:

- At the end of this course, the student will . . .
1. Demonstrate knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment (TExES: PPR II IV; TEKS Social Studies VII, XVIII. ESL II, V, VII; BE I, LPS; INTASC 3, 5, 7, 9; Code of Ethics 1.7, 3.2, 3.3, 3.5)
 2. Accept and respects students with diverse backgrounds and needs (TExES PPR).
 3. Know how to use diversity in the classroom and the community to enrich all students' learning experiences (TExES PPR).
 4. Know strategies for enhancing one's own understanding of students' diverse backgrounds and needs (TExES PPR).
 5. Know how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities. (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)
 6. Understand cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students . (PPR TEKS SS)
 7. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)
 8. Has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment (State ESL standard 2).
 9. Has knowledge of the factors that affect ESL students' learning of academic content, language, and culture. (State ESL standard 5).
 10. Develop an understanding of bilingualism and multiculturalism within a global and national context.
 11. Identify appropriate materials and activities to promote culturally responsive pedagogy within bilingual/multilingual/multicultural classrooms.

INSTRUCTIONAL APPROACH

Reflective inquiry techniques will be used throughout the course these techniques require students to actively participate in online discussions, formulate thoughts, and present opinions on important topics/issues/concepts. Cooperative learning techniques within the discussion board environment will complement the reflective inquiry approach. The overall instructional plan of the course is designed to help students develop knowledge, skills, of critical thinking, reflection, and self-assessment. The course will also help students develop their own multicultural competence in working with linguistically diverse children and parents. The course objectives and content are aligned with the State Board of Educator Certification standards for the preparation of bilingual/multicultural teachers developed by the National Association for Bilingual Education (NABE), (Teachers of English to Speakers of Other Languages (TESOL).

CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of program for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced program for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner-centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNTD's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNTD and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning. Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNTD with reference to the following key concepts, which are briefly defined below.

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development. Through the experiences required in each UNTD program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise. A broad community stands behind and accepts responsibility for every engaged learner. UNTD supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

STANDARDS

The following standards are addressed in a variety of ways within the content of this course. Specific standards addressed weekly will be specified in the course calendar.

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first-and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

BILINGUAL EDUCATION STANDARDS

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III. The bilingual education teacher knows the process of first-and second-language acquisition and development.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

LANGUAGE PROFICIENCY STANDARDS (BILINGUAL VERSION)

Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

Principle 1: Making content meaningful

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: Child development and learning theory

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: Learning styles/diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Instructional strategies/problem solving

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: Motivation and Behavior

The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self motivation.

Principle 6: Communication/knowledge

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: Planning for instruction

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8 Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: Professional growth/reflection

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally

Principle 10: Interpersonal relationships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

SOCIAL STUDIES GENERALIST EC–6 STANDARDS

Standard I. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII. Government: The Social Studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX. Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Standard X. Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in writing in class, through Blackboard Announcement section, or email.

Date	COURSE ACTIVITIES / RELATED SLO— STUDENT LEARNING OBJECTIVES	HOMEWORK DUE NEXT CLASS	Points
Week 1 Aug. 22 nd	Review Course Syllabus & Grading Criteria Addendum. Choose Narrative Book. Be assigned chapter for Chapter Presentation Lesson Plan. View PowerPoint & Complete Identity Activities. View “The Danger of a Single Story.” Class Activities (10 pts.) SLO: 1, 2	<u>Exploring My Identity Assignment Due Wednesday, Aug. 31, 2016</u> Do Before Questions; Read Ch. 1 & 2; Do After Questions. View “School Colors” Parts 1 – 6 (2 hours). Complete “School Colors” discussion questions hand-out.	10
Week 2 Aug. 29 th	Discuss Ch. 1 & 2 and “School Colors”. View “Race: Power of an Illusion—Episode 1” (57m). Submit Exploring My Identity Assignment in class or via email by 11:59 p.m., 8/31/16. (20 pts.) Class Activities (10 pts.) // SLO: 1, 2, 4	View “True Colors” (16 m) and “White Like Me” (68 m). See Announcements section for information about these videos. Read Ch. 3 & 4.	30
Week 3 Sept. 5 th	Discuss Ch. 3 & 4 and “TC” and “WLM” videos. View “Yellow Face—Parts 1 & 2” (42m; 42m). Review Ch. 5 (Literature Circles). Class Activities (10 pts.) // SLO: 1, 2	Read Ch. 6 – 8.	10
Week 4 Sept. 12 th	View “Jim Crow in the Classroom” (17 m). View “Urban Schools: A Teacher’s Perspective” (29 m). Discuss Ch. 6 – 8 and videos. Class Activities (10 pts.) // SLO: 8, 9	Read Ch. 9 – 11 & 16-17.	10
Week 5 Sept. 19 th	Discuss Ch. 9 – 11 & 16 – 17. Study Culturally Responsive Pedagogy Strategies and review Assignment. Class Activities (10 pts.) // SLO: 1, 2, 3	<u>Culturally Responsive Pedagogy Assignment Due Wednesday, Sept. 28, 2016</u> Read Ch. 12 – 15 and 18 – 19.	10
Week 6 Sept. 26 th	Discuss Ch. 12 – 15; 18-19. View “Precious Knowledge” (30m). Submit Cult. Respons. Pedagogy Assignment in class or via email by 11: 59 p.m., 9/28/16. (20 pts.) Class Activities (10 pts.) // SLO: 1,2,3,4,5,6,11	Read Ch. 20 – 23. View “Do you speak American?-- Episode 1” (57m).	30

Week 7 Oct. 3 rd	Discuss Ch. 20 – 23. View “Do You Speak American?--Episodes 2 – 3.(57m, 57m). View “Three Ways to Speak English” (5 m). Class Activities (10 pts.) // SLO: 7,8,9,10	Read Ch. 24 – 27. View “History of Bilingual Education in Texas” (33m).	10
Week 8 Oct. 10 th	Discuss Ch. 24 – 27 and “HBET” video. View “Finding Their Voices in a Multilanguage Classroom” (15m). Class Activities (10 pts.) // SLO: 1,2,7,8,9	<u>Chapter Presentation Lesson Plan Assignment Due Wednesday, Oct. 19, 2016</u>	10
Week 9 Oct. 17 th	Give assigned oral Chapter Presentation (Ch. 28 – 35). Submit written Chapter Presentation Lesson Plan Assignment in class or via email by 11:59 p.m., 10/19/16. (36 pts.) Class Activities (15 pts.) SLO: 3, 4, 5	Read Ch. 38 – 40.	51
Week 10 Oct. 24 th	Discuss Ch. 38-40. View “A Time for Justice: Parts 1 – 3” (40 m). View “Understanding Race” (48 m). Class Activities (10 pts.) // SLO: 1, 2, 3	<u>Multicultural Text Evaluation Assignment Due Wednesday, Nov. 2, 2016</u> Read Ch. 36-37 & 45.	10
Week 11 Oct. 31 st	Discuss Ch. 36 – 37 & 45. View “Race: Power of an Illusion—Episode 2” (57m) . View “Doll Study AC 360, Pts. 1 – 5” (20 m). Submit Multicultural Text Evaluation Assignment in class or via email by 11:59 p.m., 11/2/16. (24 pts.) Class Activities (10 pts.) SLO: 1,2,3,4,5,11	Read Ch. 41-43.	34
Week 12 Nov. 7 th	Discuss Ch. 41 - 43. View “A Class Divided—5 parts” (58 m). View “Race: Power of an Illusion—Episode 3” (57 m). Class Activities (10 pts.) //SLO: 1, 5, 6	<u>Book Review (oral presentation and written) Assignment) Due Wednesday, Nov. 16, 2016</u>	10
Week 13 Nov. 14 th	Give selected oral Book Review. Submit written Book Review Assignment in class or via email by 11:59 p.m., 11/16/16. (30 pts.) Class Activities (15 pts.) // SLO: 4, 10	Read Ch. 44, 46, 49. View “Prejudice and Pride” (55m).	45
Week 14 Nov. 21 st	Thanksgiving Break—No Class		
Week 15 Nov. 28 th	Discuss Ch. 44, 46, 49. View excerpts of “Prejudice and Pride” (25 m) and “We Will Never Forget” (30 m). Discuss Perseverance. View “Angela Lee Duckworth—The Key to Success? Grit.” (6m) View “Teaching Grit Cultivates Resilience and Perseverance.” (6 m) Class Activities (10 pts.) // SLO: 1, 2, 5, 7, 10	Bring textbook, video notes, all graded written assignments for Final Reflection.	10
Week 16 Dec. 5 th	Dec. 5 th Last Day of Classes Dec. 6 th Reading Day Wednesday --Dec. 7 th Final Reflection 8:30 – 10:30 a.m. (20 pts.) SLO: 1, 2, 3, 4	Final Reflection is Mandatory. If an emergency occurs resulting in absence, contact Dr. Jackson immediately for a Make-up Assignment.	20
		Total Points	300

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Instrument	Points	SLO
Exploring My Identity (Due 8/31/16)	20	1,2
Culturally Responsive Pedagogy (Due 9/28/16)	20	1,2,3,4,5,11
Chapter Presentation Lesson Plan (Due 10/19/16)	36	3,4,5
Multicultural Text Evaluation (Due 11/2/16)	24	1, 2,3,4,5,11
Book Review (Due 11/16/16)	30	4
Class Activities (12 x 10) = 120 + (2 x 15) = 30	150	1,2,3,4,5,6,7,8,9,10,11
Final Reflection (12/7/16)	20	1,2,3,4,5,6,7,8,9,10,11
Total Points	300	

Base Grade Determination:

A = 90 – 100%	A = 270 - 300
B = 80 – 89 %	B = 240 - 269
C = 70 – 79 %	C = 210 - 239
D = 60 – 69 %	D = 180 - 209
F = less than 60%	F = 0 - 179

Critical Grade Considerations:

Students must complete all assignments to receive a passing grade. If any assignment is not completed, the student will automatically receive an F. Not completing work is unacceptable for pre-service teachers. There are no unexcused assignments. If students have EXTREME EMERGENCY SITUATIONS in which completion of work becomes problematic, then the students have the RESPONSIBILITY TO REQUEST an “I” (Incomplete) grade BEFORE the last day of class, December 5, 2016.

Criteria in Grading Assignments:

See separate EDBE 3480 Fall 2016 –Grading Criteria Addendum. This addendum will be presented at the beginning of the semester and reviewed, before assignments are due, throughout the semester. Do not hesitate to ask ANY questions about the grading criteria at any time; in person (class and/or office hours); via call/text (214-803-7783); or email (Carol.Jackson@untdallas.edu). ANY ASSIGNMENT SUBMITTED ELECTRONICALLY IS TO BE SENT, VIA EMAIL, TO Carol.Jackson@untdallas.edu AND NOT TO BLACKBOARD.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist pre-service and in-service teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities which infuse technology throughout the elementary and middle school curriculum.

UNIVERSITY POLICIES AND PROCEDURES

Students with Disabilities (ADA Compliance):

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 in person at Founders Hall, room 204. (UNTD Policy 7.004)

CourseEval Policy:

Students' 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:

Students must complete all assignments to receive a passing grade. If any assignment is not completed, the student will automatically receive an F. Not completing work is unacceptable for pre-service teachers. There are no unexcused assignments. If students have EXTREME EMERGENCY SITUATIONS in which completion of work becomes problematic, then the students have the RESPONSIBILITY TO REQUEST an "I" (Incomplete) grade BEFORE the last day of class, December 5, 2016.

Exam Policy:

There are no formal exams scheduled in this course.

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. (UNTD Policy 7.002)

[http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) . Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf .

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. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."

Dr. Jackson's additional statement: For EDBE 3480 001, place the above underlined sentence ("On my honor . . . Academic Integrity Policy.") on the LAST PAGE of any written assignment submitted for this class.

Bad Weather Policy:

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus, or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook, and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications> .

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol> . Class Activities points, for participating in class discussions/sharing, are given for each class session. Therefore, if you are absent, you have the opportunity to do make-up assignments ONLY if you initiate the request the same day you miss class. See Class Activities section in the Grading Criteria Addendum for more details on how to request make-up assignments.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and 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. (UNTD Policy 7.001)

