

**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	Education and Human Services
<b>Instructor Name:</b>		Carol Jackson, Ph.D.	
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<b>Office Hours:</b>	By appointment only		
<b>Virtual Office Hours:</b>	Email, Call, or Text 9am-9pm M-Th; Limited access on weekends (F, Sa, Su)		
<b>Classroom Location:</b>	Blackboard		
<b>Class Meeting Days &amp; Times:</b>	Virtual—Course is available online 24/7.		
<b>Course Catalog Description:</b>	<p>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.</p> <p>*Required for all teacher education majors including students seeking EC-6 or 4-8 Generalist certification specialization in Bilingual, ESL and Special education.</p>		
<b>Prerequisites:</b>			
<b>Co-requisites:</b>	N/A		
<b>Required Text:</b>	<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: <a href="http://ijme-journal.org/index.php/ijme/user/register">http://ijme-journal.org/index.php/ijme/user/register</a></p> <p>Register with Teaching Tolerance website. Click on this link to register for enewsletter: <a href="http://www.tolerance.org/magazine/subscribe">http://www.tolerance.org/magazine/subscribe</a></p> <p>Selected autobiographical narrative: (You will select ONE of the following the first week of class.)</p> <p>Beals, Melba. (1995). <i>Warriors Don't Cry</i>. New York: Washington Square Press.</p> <p>Crow Dog, Mary (1990). <i>Lakota Woman</i>. New York: Harper Collins Publishers.</p> <p>Gallo, D.R., Ed., (2004). <i>First Crossing: Stories about Teen Immigrants</i>. Cambridge, MA: Candlewick Press.</p> <p>Houston, J.W., &amp; Houston, J.D. (2002). <i>Farewell to Manzanar</i>. New York: Houghton Mifflin Company.</p> <p>Rodriguez, Luis. J. (1993). <i>Always Running: La Vida Loca: Gang Days in L.A.</i> New York: Simon &amp; Schuster.</p>		
<b>Recommended Text and References:</b>	<p>Blanton, C. K. (2004). The strange career of bilingual education in Texas, 1836-1981(1st ed.).</p> <p>Cummins, J. (2000). Language, power, and pedagogy: Bilingual children in the crossfire. Buffalo, NY: Multilingual Matters.</p> <p>Cummins, J., &amp; Hornberger, N. H. (2008). Bilingual education (2nd ed.). New York: Springer.</p> <p>Jiménez, F. (2008). Más allá de mí. Boston: Houghton Mifflin Company.</p> <p>Jiménez, F. (2008). Reaching out. Boston: Houghton Mifflin Company.</p> <p>Nieto, S. (2009). Language, culture, and teaching: Critical perspectives for a new century (2nd ed.). New York: Routledge.</p>		

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](mailto: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 through Blackboard or email.

Date	COURSE ACTIVITIES	GRADED ASSIGNMENTS	Points
Week 1 Aug. 22 <sup>nd</sup>	Review Course Syllabus. Choose Narrative Book. See Announcements section for Assigned Chapter for your Chapter Presentation Lesson Plan. View PowerPoint & Complete Identity Activities. View "The Danger of a Single Story."	Discussion Forum #1 (Student Introduction —All About You, Choice of Narrative Book, Identity and "Single Story" Analysis) <b>(10 pts.)</b>	10
Week 2 Aug. 29 <sup>th</sup>	Read Chs. 1 & 2. View "School Colors" 1 – 6 (2 hrs.); answer "School Colors" attachment questions. View "Race: Power of an Illusion—Episode 1" (57m). Complete Exploring My Identity Assignment.	Discussion Forum #2 (Chs. 1 & 2, "School Colors", "Race: Episode 1") <b>(10 pts.)</b> & Complete Exploring My Identity Assignment. <b>(20 pts.)</b>	30
Week 3 Sept. 5 <sup>th</sup>	Read Chs. 3 & 4. View "True Colors"(16m) and "White Like Me" (1 hr, 8m). Read Ch. 5. View "Yellow Face, Pts. 1 & 2" (1 hr., 24 m).	Analysis Assignment #1 (Chs. 3 - 4, "True Colors", "White Like Me", Ch. 5, "Yellow Face") <b>(10 pts.)</b>	10
Week 4 Sept. 12 <sup>th</sup>	Read Chs. 6 – 8. View "Jim Crow in the Classroom" (17 m). View "Urban Schools: A Teacher's Perspective" (29 m).	Analysis Assignment #2 (Chs. 6 – 8, "Jim Crow in the Classroom", "Urban Schools") <b>(10 pts.)</b>	10
Week 5 Sept. 19 <sup>th</sup>	Read Chs.9 – 11 & 16 – 17. Begin work on Culturally Responsive Pedagogy Assignment.	Analysis Assignment #3 (Chs. 9 – 11 & 16 – 17) <b>(10 pts.)</b>	10
Week 6 Sept. 26 <sup>th</sup>	Read Chs. 12 – 15. View "Precious Knowledge" 6 parts (30m). Complete Culturally Responsive Pedagogy Assignment.	Discussion Forum #3 (Chs. 12 – 15 and "Precious Knowledge") <b>(10 pts.)</b> Complete Culturally Responsive Pedagogy Assignment. <b>(20 pts.)</b>	30
Week 7 Oct. 3 <sup>rd</sup>	Read Chs. 18 – 23. View "Do You Speak American?: Episodes 1 – 3 (3 hrs.). View "Three Ways to Speak English" (5 m)	Analysis Assignment #4 (Chs. 18 – 23, "Do You Speak American?" "Three Ways to Speak English") <b>(10 pts.)</b>	10

Week 8 Oct. 10 <sup>th</sup>	Read Chs. 24 – 27. View “History of Bilingual Education in Texas” (33m). View “Finding Their Voices in a Multilanguage Classroom” (15m).	Analysis Assignment #5 (Chs. 24 – 27, “History of Bilingual Education in Texas”, and “Finding Their Voices in a Multilanguage Classroom”) (10 pts.)	10
Week 9 Oct. 17 <sup>th</sup>	Complete Chapter Lesson Plan Assignment. Designated Chapter (28 -35) was assigned in Announcements section first week of class.	Discussion Board Forum #4 (Ch. Lesson Plan) (10 pts.) Complete Ch. Lesson Plan. (36 pts.)	46
Week 10 Oct. 24 <sup>th</sup>	Read Chs. 38-40. View “A Time for Justice: Parts 1 – 3”. (40 m) View “Understanding Race.” (48 m)	Analysis Assignment #6 (Chs. 38 – 40, “A Time for Justice”, “Understanding Race”) (10 pts.)	10
Week 11 Oct. 31 <sup>st</sup>	Read Chs. 36 – 37 & 45. View “Race: Power of an Illusion—Episode 2” (57m) View “Doll Study AC 360, Pts. 1 – 5” (20 m) Complete Multicultural Text Evaluation.	Analysis Assignment #7 (Chs. 36 – 37 & 45, “Race—Episode 2,” “Doll Study”) (10 pts.) Complete Multicultural Text Evaluation . (24 pts.)	34
Week 12 Nov. 7 <sup>th</sup>	Read Chs. 41 - 43. View “A Class Divided—5 parts” (58 m). View “Race: Power of an Illusion—Episode 3” (57 m).	Analysis Assignment #8 (Chs. 41 – 43, “A Class Divided”, “Race—Episode 3”) (10 pts.)	10
Week 13 Nov. 14 <sup>th</sup>	Book Review	Discussion Board Forum #5 (Book Review) (10 pts.) Complete Book Review. (30 pts.)	40
Week 14 Nov. 21 <sup>st</sup>	Read Chs. 44, 46 - 49. View “Prejudice and Pride” (55m). View “We Will Never Forget” (123 m). Thanksgiving Break	Analysis Assignment #9 (Chs. 44, 46 – 49, “Prejudice and Pride”, “We Will Never Forget”) (10 pts.)	10
Week 15 Nov. 28 <sup>th</sup>	View “Angela Lee Duckworth—The Key to Success? Grit.” (6m) View “Teaching Grit Cultivates Resilience and Perseverance.” (6 m)	Analysis Assignment #10 (“The Key to Success? Grit”, “Teaching Grit”) (10 pts.)	10
Week 16 Dec. 5 <sup>th</sup>	Dec. 5 <sup>th</sup> Last Day of Classes Dec. 6 <sup>th</sup> Reading Day Dec. 7 <sup>th</sup> Finals Begin <b>Final Reflection—Due by Dec. 11<sup>th</sup></b>	Final Reflection (20 pts.)	20

## 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
Introduction Assignment	20	1,2
Culturally Responsive Pedagogy	20	1,2,3,4,5,11
Chapter Lesson Plan	36	3,4,5
Multicultural Text Evaluation	24	1, 2,3,4,5,11
Book Review	30	4
Analysis Assignments	100	1,2,3,4,5,6,7,8,9,10,11
Discussion Board Forums	50	1,2,3,4,5,6,7,8,9,10,11
Final Reflection	20	1,2,3,4,5,6,7,8,9,10,11
	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.**

## 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

### Online Attendance and Participation

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the Discussion Board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. 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 shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. 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. (Meets QM Standard 1.4 and approved by Office of the Provost)

### 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 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. (Meets QM Standard 1.3 and approved by Office of the Provost)

### Students with Disabilities (ADA Compliance)

(Updated Spring 2016)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit **Section 504 Coordinator, Cynthia Suarez, at 972-338-1777 or email [Cynthia.Suarez@untDallas.edu](mailto:Cynthia.Suarez@untDallas.edu)**. (Meets QM Standard 7.2)

### Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and academic integrity policies.. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. For complete provisions, refer to sections 7.001 Student Code of Conduct and 7.002 Code of Academic Integrity in Chapter 7 Student Affairs, Education, & Funding under the University Policies for UNT Dallas.



### **Inclement Weather and Online Classes**

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via email, online messaging, or online announcement, students should assume that assignments are due as scheduled. (Meets QM Standard 1.4 and approved by Office of the Provost)

### **Student Evaluation of Teaching Effectiveness Policy:**

The CoursEval, or another university-approved online course evaluation instrument, is a requirement for all organized classes at UNTD. 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 the CoursEval to be an important part of your participation in this class