

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	School of	Education
Instructor Name:	Dr. Glenda Moss		
Office Location:	Dal 1, 201P		
Office Phone:	972.338.1373		
Email Address:	glenda.moss@untdallas.edu		
Office Hours:	M: 4-5p and 8:30-9:30p or by appointment		
Course Format/Structure:	100% Face to Face		
Classroom Location:	Dal 1, 262		
Class Meeting Days & Times:	Monday, 5:30-8:20		
Course Catalog Description:	<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>		
Prerequisites:	INDE major. Admitted to Teacher Preparation		
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 e-newsletter: http://www.tolerance.org/magazine/subscribe</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., & 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 & Schuster</p>		
Recommended Text and References:	<p>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.</p> <p>Cummins, J., & 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: (Founders Hall)
 phone: (972) 780-1616
 web: <http://www.untdallas.edu/library>
 e-mail: Library@untdallas.edu

UNT Dallas Bookstore: (Building 1)
 phone: (972) 780-3652
 web: <http://www.untdallas.edu/bookstore>
 e-mail: untdallas@bkstr.com

Course Goals or Overview: The goals of this course are as follows -

Learning Objectives/Outcomes: (Align with professional standards and/or core curriculum objectives)At the end of this course, students will be able to:

Learning Objectives/Outcomes:

At the end of this course, the student will. . .

1. Demonstrate knowledge of self and 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. Measured by autobiography of multicultural identity. Later, emerging teachers will create a lesson plan and teach a lesson in class. They will be expected to use multicultural strategies. (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) (NIET: IP, S/O, PIC, A/M, AF, MSB)
2. Accept and respects students with diverse backgrounds and needs. Emerging teachers will recognize their own multicultural identities and later plan a lesson and teach the class. They will use multicultural strategies. (TExES PPR). (NIET: IP, S/O, PIC, A/M, AF, MSB)
3. Know how to use diversity in the classroom and the community to enrich all students' learning experiences (TExES PPR). Emerging teachers will plan and teach a lesson in class. They will use multicultural strategies. (NIET: IP, S/O, PIC, A/M, AF, MSB)
4. Know strategies for enhancing one's own understanding of students' diverse backgrounds and needs (TExES PPR). Emerging teachers will plan and teach a lesson in class. They will use multicultural strategies. (NIET: IP, S/O, PIC, A/M, AF, MSB)
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) Given a scenario and instructional plan, emerging teachers will present a plan for adapting instruction. (NIET: IP, S/O, PIC, A/M, AF, MSB)
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; NIET: IP)
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; NIET:IP).
9. Has knowledge of the factors that affect ESL students' learning of academic content, language, and culture. (State ESL standard 5; NIET: IP, A/M).
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. (PPR; NIET:IP, A/M)

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 in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Date	Topic	SLO	Readings/Activities/Assignments to assess learning and prepare for next session.	Measurements and Points
Aug. 22	Choose Narrative Book Multicultural Dispositions Survey Overview of course PowerPoint & Identity Activities “The Danger of a Single Story” (class participation rubric, 10 points) Geneva Gay – video	1, 2	Black board reflection on class (10 points) Autobiography of Multicultural Identity (graded by rubric on BB for 20 points) Ch. 1 & 2 Before/After Qs	Session one Participation Rubric 10

	Scenarios of ID in the classroom	5	Read Ch. 1 & 2 Guided Questions for video View “School Colors” 1-6 (2 hours) – Before Q, Read Ch, 3 Preparation for class 5 points	
Aug. 29	Submit hard copy of Autobiography (rubric 20 pts) Preparation for class (5) Discussion of readings and videos. “Race: Power of an Illusion: Episode 1” Class participation 5 points	1,2	“True Colors”- 10m, 7m “White Like Me” – 70m (Different link from Blackboard) Read Ch. 4	Prep for class Rubric 5 Class participation Rubric 5 Autobiography Rubric 20
Sept 5	Labor Day. If you are behind, catch up and work ahead.			
Sept 12	Discussion of readings and videos. Evidence of prep for class 5 “Yellow Face” 42m & 42m Washington Post article related to “Yellow Face” Read Ch. 5 - Literature Circles In Class Learning Activities (5)	1,2,10	Read Ch. 6-8. R-R in journal	Prep for class Rubric 5 Participation in class 5
Sept 19	Discuss chapters 6-8 Evidence of prep for class 5 “Jim Crow in the Classroom” 17m “Urban Schools: A Teacher’s Perspective” 29m In Class Learning Activities (5)	1,2,10	Chapters 9-11 & 16-17 Explore website: http://www.edchange.org/multicultural/curriculum.html	10
Sept 26	Evidence of prep for class 5 “Finding their voices in a Multilanguage classroom” 15m Explain Culturally Responsive Pedagogy Assignment In Class Learning Activities (5)	1,2,3,4,5, 11	Chapters 12-15 Culturally Responsive Pedagogy (graded)	10
Oct 3	Collect Culturally Responsive Pedagogy Assignment (20 pts) “Precious Knowledge” 8m, 5, 8, 9, 2 Literature Circles – Chapters 18-19 Section 2 Wrap-Up In Class Learning Activities (10)	1,2,3,4,5, 11	Chapter 20-23 “Do you speak American: Episode 1” 57m	30
Oct 10	“Three Ways to Speak English” 5m “Do you speak American: Episodes 2-3” 57, 57 In Class Learning Activities (10) Section 3 Wrap-Up	5, 6, 7, 8,9,	Chapter 24-27 “History of Bilingual Education in Texas” 33m Register at: http://www.sdkrashen.com/ For access to S. Krashen newsletter and resources.	10
Oct 17	Preparation for class (5) Discussion of readings and video Work on Lesson Plan – Section 4 Chapter Presentations In Class Learning Activities (5) Explain Multicultural Text Evaluation (graded)	3,4,5 1, 2,3,4,5,11	Complete Section 4 Chapter Presentations – Lesson Plan (graded) Online: “A Time for Justice: Parts 1-3”, 17m, 17m, 5.5m Blackboard Discussion Blackboard Discussion of Chapter 36-37 & 45	10

Oct 24	No face to face class. Participate in discussion board in Blackboard. (10)			10
Oct 31	Chapter Presentations (28-35) (36 points) In Class Learning Activities – Planned by students (10)	3, 4, 5	Chapter Presentation Lesson Plan Uploaded into TK20 Chapter 38-40	46
Nov 7	Collect Multicultural Text Evaluations (30 points) “Doll Study” AC360 “Race: Power of an Illusion Episode 2” In Class Learning Activities (10)	1, 2,3,4,5,11	Chapter 41-43	40
Nov 14	“A Class Divided” 10.5, 10, 7, 15, 15 “Race: Power of an Illusion Episodes 3” In Class Learning Activities (10)	1,2,10	Prepare Book Presentations Individually and Collaboratively. (graded)	10
Nov 21	Book Presentations (24 points) In Class Learning Activities (10)	3, 4, 5	Chapter 44, 46, Ch. 49 “Prejudice and Pride” 55m	34
Nov 28	“We will never forgot” 123 m In Class Learning Activities (10)	1,2,10	Chapter 47-48	10
Dec 5	“Legends who helped pave the way” 12m Two American Families” In Class Learning Activities (10)	1,2,10		10
Dec 12	Post Dispositions Survey Final Reflection (20)	1,2,3,4,5,6,7,8,9,10,11		20

Course Evaluation Methods

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

Assignments: - written assignments designed to supplement and reinforce course material (Insert rubric into the syllabus)

Projects: - assignments designed to measure ability to apply presented course material (Insert rubric into the syllabus)

Instrument	Measures SLO	Points
Introduction Assignment	1,2	20
Culturally Responsive Pedagogy	1,2,3,4,5,11	20
Chapter Presentation	3,4,5	36
Multicultural Text Evaluation	1, 2,3,4,5,11	30
Book Presentation	4	24
In Class Learning Activities	1,2,3,4,5,6,7,8,9,10,11	150
Final Reflection	1,2,3,4,5,6,7,8,9,10,11	20
		300

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.

Criteria in Grading Assignments:

See Rubrics on Blackboard

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

CoursEval 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: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (*Discuss any special instructions relating to exams-sample given*): Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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 (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.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.*"

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: (*Discuss your 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>

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)