

University of North Texas at Dallas

Fall 2011

SYLLABUS

EDSE 4070.090 – **Teaching Diverse Populations**, 3 hours

Division of
Education and Human Services

Instructor Name: Dr. Jacqueline E. Romano
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Office Hours: **Mondays: 3:00 – 4:00 p.m.**
Tuesdays: 10:00-11:00 a.m.
and 1:00-3:00 p.m.
Wednesdays: 3:00 – 4:00 a.m.
Other times, by appointment only

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Classroom Location: DAL 2 Room 243

Class Meeting Days & Times: **Monday and Wednesday 8:30 AM – 9:50 AM**

Course Catalog Description: In consonance with the conceptual framework of UNT, this course will provide potential educators who are seeking admission to teacher educational programs with knowledge about becoming culturally responsive teachers in diverse, inclusive, and urban classrooms. Diversity topics addressed include culture, ethnicity, race, language, social class, exceptionality, gender, age, religion, sexual orientation, and conflict analysis. Implications of diversity dimensions are identified for educational policy, curriculum, and instruction.

Prerequisites: Junior standing and admission to teacher education.

Co-requisites: Na

Required Text: **Gollnick, D. M. & Chinn P.C.** (2009). *Multicultural Education in a Pluralistic Society*. Upper Saddle River, NJ: Person

Espinoza-Herold, M. (2003). *Issues in Latino education: Race, school culture, and the politics of academic success*. Boston: Allyn & Bacon.

Schaefer, R. T. (2011). *Race and Ethnicity in the United States*. Boston: Prentice Hall.

Other Recommended Text and References: *Reference list and source will be posted on Blackboard*

Access to Learning Resources: UNT Dallas Library:
phone: (972) 780-3625;

web: <http://www.unt.edu/unt-dallas/library.htm>

UNT Dallas Bookstore:

phone: (972) 780-3652;

e-mail: 1012mgr@fhcg.follett.com

Texas Education Agency Websites; Other ONLINE resources (TBA)

TK20 [http:// www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20) (TBA) Student subscriptions are effective for 7 years from date of purchase)

Course Goals or Overview:

The goal of this course is for the student to demonstrate competency in developing a reflective model to effectively teach diverse populations in today's schools. (INTASC S.3, 7; NCATE Standard 4; TExES DI-C002, D.II, IV)

Learning Objectives/Outcomes: A key knowledge base of teaching is one that engages students in active and problem-based learning. This course is designed to engage students in learning from multiple perspectives and responding to human diversity including analysis and proactive problem solving. As a result this course will be able to demonstrate an understanding of:

1	The changing history and demographics in U.S.A, and the world regarding ethnicity, race, culture, language, exceptionality, spirituality or religion, and socioeconomic status. TEKS SS IV, V, VII, VIII, IX; PPR II; INTASC 9, 7, 5, 3
2	The cultural, ethic, social class, gender, sexual orientation, emotional, intellectual, and physical aspects of human differences. TEKS SS IV, V, VII, VIII, IX; PPR II; INTASC 9, 7, 5, 3
3	The dynamics of bigotry based on race, culture, exceptionality, gender, and sexual orientation. TEKS SS IV, V, VII, VIII, IX; PPR II; INTASC 9, 7, 5, 3, Code of Ethics 3.4(d)
4	The distribution of power in the U.S.A society and its effects on diverse student populations including practices such as standardized testing, ability grouping, curriculum tracking, segregated schools, and inequitable school funding. TEKS SS IV, V, VII, VIII, IX; PPR I, II, IV; INTASC 9, 7, 5, 3, Code of Ethics 3.4(d)
5	Personal and cultural assumptions and attitudes regarding persons of other races, cultures, gender, sexual orientations, religious and physical/emotional learning capacities. TEKS SS IV, V, VII, VIII, IX; PPR II; INTASC 9, 7, 5, 3, Code of Ethics 3.4(d)
6	Personal and professional development in responding to human diversity. INTASC 1-10, PPR II
7	Approaches to learning about ethnic/cultural groups. ESL IV, V, VII
8	Conflict resulting from responses to human diversity. Code of Ethics Section 3; PPR II, IV
9	Proactive responses to social injustice.

	Code of Ethics Section 3; PPR II, IV; TEKS, IV-X; INTASC 3, 9, 10
10	Develop an understanding of bilingualism and multiculturalism within a global and national context. ESL II, III, V; BE I, II, TEKS IV-X; LPS III, IV, INTASC 3, 5, 9, 10; NCATE S-4
11	Provide community service in areas of high need (tutoring, volunteering, active participants in the community). PPR IV; INTASC 3, 5, 9, 10

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.

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.

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Texas Administrative Code

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TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student

or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

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 Dr. Romano on a weekly basis during class time or announcements on Blackboard to ensure all material is covered accordingly to class pace and students' needs. **Assignments and topics will not be subject to change.**

<p>Week One August 29-August 31</p>	<p>Introductions <i>Schaefer Chapter 1</i> <i>Gollick & Chinn-Chapter 1</i> Multicultural Schools: What, why and how? What is multicultural education?</p>	<p>Who am I? Identity Due: My biography TEKS SS IV, IX; INTASC 3, 8, 9, 10; LPS III; BE I; ESL III; VII</p>
<p>Week Two September 5-7 September 5- Holiday TEKS SSIV; PPR II</p>	<p><i>Schaefer Chapter 2-Ethnicity and Race</i> Culture, Race, and the concepts for multicultural teaching Film: The story we tell Film Link: https://vod.library.unt.edu/cat_vodentry.php?film=500 <i>Gollick & Chinn-Continue Chapter 2-Race relationships and the nature of prejudice</i></p>	<p>Class discussion: Definition of terms: Culture, Race, Ethnicity, Multicultural</p>
<p>Week Three September 12-14</p>	<p><i>Schaefer Chapter- 2- Prejudice and Chapter 3 Discrimination</i> <i>Gollick & Chinn-Chapter 3</i> Class and socioeconomic Status</p>	<p>Due: Critical Reflection (INTACS I, 2, 3, 8, 9; PPR I, III)</p>
<p>Week Four September 19-21</p>	<p><i>Gollick & Chinn-Chapter 4- Gender and Sexual Orientation</i> Stereotypes: <ul style="list-style-type: none"> • Mickey Mouse Monopoly video-clip series http://www.youtube.com/results?search_query=mickey+mouse+monopoly+documentary&aq=2&oq=mickey+mouse+monop <ul style="list-style-type: none"> • Avoiding bias: hand out • Film <i>Bullied</i> </p>	
<p>Week Five September 26-28 NCATE S-4; PPR I, II; INTASC 3, 4,</p>	<p><i>Gollick & Chinn-Chapter 5-Exceptionalities</i> <ul style="list-style-type: none"> • Bloom's Taxonomy • Learning styles and culturally competent teaching </p>	<p>Film analysis</p>

	<ul style="list-style-type: none"> Multiple Intelligences 	
<p>Week Six October 3-5 NCATE S-4; PPR I, II; INTASC 3, 4, ESL IV</p>	<p><i>Gollick & Chinn-Chapter 6-Language</i></p> <ul style="list-style-type: none"> Teaching in linguistically diverse classrooms <p>Handouts: SIOP Model Check list; Hunter's Lesson Plan Model</p>	Due: Critical Reflection
<p>Week Seven October 10-12 ESL IV, PPR I, II; INTASC 3,</p>	<p><i>Gollick & Chinn-Chapter 7-Religion</i> Multicultural curriculum development: a decision-making model and lesson plans</p>	
<p>Week Eight October 17-19 INTASC 2, 3, 7; PPR II</p>	<p><i>Gollick & Chinn-Chapter 9-Age</i></p> <p><i>Espinoza-Herzog's Book- How do you accommodate students' academic, psychological & social needs in your classroom?</i></p>	Due: Research paper
	Immigration and Immigrant patterns	
<p>Week Nine October 24-26 TEKS I, IV-X PPR III;</p>	<p><i>Gollick & Chinn-Chapter 8-Geography</i></p> <p><i>Schaefer- Chapter 4 Immigration</i></p> <p>Colonialism, Involuntary immigration: American Indian and African American Perspectives Group presentation</p>	
<p>Week Ten October 31- November 2 TEKS I, IV-X PPR III;</p>	<p><i>Schaefer-Chapter 4 Immigration</i> Colonialism, Latino perspectives, Anti-Latinos Group presentation</p>	
<p>Week Eleven November 7-9 TEKS I, IV-X PPR III;</p>	<p><i>Schaefer-Chapter 5 Ethnicity & Religion</i> Immigrations and European American- German, Irish, Italians, Polish, and Jewish American Perspectives Group presentation</p>	Due Field Experience
<p>Week Twelve November 14-16 TEKS I, IV-X PPR III;</p>	<p><i>Schaefer-Chapter 5 Ethnicity & Religion</i> Contemporary Immigration: Asian, Anti- Chinese (Ch 4) Muslin, and Arab Perspectives Group presentation</p>	

Week Fourteen November 21-23	Thanksgiving- November 24-25	
Week Fifteen November 28-30 TEKS I, IV-X PPR III;	<i>Schaefer Chapter 6</i> Nation as a Kaleidoscope	Due Lesson Plan
Week Sixteen December 5-7 INTASC 1-10	What does it mean to be a culturally responsive teacher? How do I address the different needs of my diverse populations?	Due: Critical Reflection
Week Seventeen December 12-14	Final	

Course Evaluation Methods

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

Reflective journals and other *written assignments* are designed to supplement and reinforce course material through analysis and *application of new knowledge to real life situations.* (Domain IV)

Projects – class presentations, technology incorporated designed to *measure ability to apply presented course material* (Domain II, III;C7)

Lesson Plans- assignment designed to understand diversity and designs instruction and assessments to promote student learning. (Domain I)

Research- *assignments designed to prepare the future teacher to take responsibility of their professional role and responsibilities* (Domain IV)

Field experiences- *assignment designed to enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities* (Domain IV; C12)

Exams – a final written test designed to measure gained knowledge, understanding and application of presented course material (Domain I; C4)

Class Participation – *daily attendance and participation in class discussions* (Domain IV)

Course Assignments Due Dates TBA with students on the first day of class.		Grade Earned (recorded by student after assignment has been graded by instructor)
I. Student's biography- Written document** TEXES Dom IV ESL III; BE III; INTASC 2, 3, 5, 9, 10; TEKS SS IX	10 pts possible	

II.	Critical Reflections (3)** LPS II, IV; PPR I –IV; INTASC 9	Up to 30 pts total	
III.	Film analysis (1)	Up to 15 pts	
IV.	Presentations- Co-teaching (10) ESL II, III, IV, V, VI; LPS IV, INTASC 1, 2, 3, 4, 6, 7, 8, 9; PPR I, III; TEKS I, II, III, IV, V, VIII, IX, X	Up to 10 pts	
V.	1 Lesson Plans addressing culturally responsive teaching and differentiated instruction and TEKS for the grade and subject matter intended to teach (up to 50 possible points each)** INTASC 1-10; PPR III	35 pts possible	
VI.	TK20 assignment ** Research Paper: Search 5 professional scholarly research journal articles. The articles you select must relate to the following topics: gender, exceptionality, race or ethnicity, socio- economic class, linguistic diversity, or some other theme related to diversity in American society and schools and the subject matter you will be teaching.** (TESOL D2, Culture 2b; ESL IV, V; BE I; LPS, IV; INTASC 1, 2, 4, 7, 9; PPR III; TEKS SS X)	35 pts possible	
VII.	18 Hours of Field Experience in a community agency/school-NO CHURCH!** a. 4 hours observation at the middle school level b. 4 hours observation at the high school level c. 12 hours volunteering-tutoring, helping community ESL I-VII; LPS II; INTASC 1-10; PPR I-IV; Code of Ethics;	25 pts possible	
VIII.	Written report: Field experience (observations and volunteering) report/reflection** ESL I-VII; BE I-VI; LPS II; INTASC 1-10; PPR I-IV; Code of Ethics	25 pts possible	
IX.	Final Exam- Written Personal Development Paper and reflection** ESL II, LPS III; INTASC 1, 4, 5, 6, 10; PPR II, IV, Code of Ethics 3.4 (d); TEKS SS I, IV, V, VI, VII, VIII, IX, X	20 pts possible	
Total possible Points		195 points	
Attendance and participation IS Required for this course. Up to 10 points can be added or deducted from final grade at teacher’s discretion			

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Grade Determination

182-200- A	91-100%
181-162- B	90-81%
161-140- C	80-70%
139- 127- D	69-63%
126- below-F	63%-0%

Description of Assignments

Description of the assignment, directions and requirements will be posted in Blackboard under the tap "Assignments".

****ABSOLUTELY NO LATE ASSIGNMENTS!!**

****NO EXCUSE!!!**

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 SETE to be an important part of your participation in this class.

Exam Policy:

Exams should be taken as scheduled.

Missed Exams

No makeup examinations will be allowed except for **documented emergencies** (See Student Handbook), (i.e. doctor's note, obituary of a relative/friend, court appearance notice, etc).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus

website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses **will not be tolerated**. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Class Policies:

Assignment Policy: USE OF WIKIPEDIA IS STRICTLY DISCOURAGED. PLAGIARISM IS ABSOLUTELY PROHIBITED. RESEARCH BASED ON WIKIPEDIA FOR ANY OF THE ASSIGNMENTS WOULD NOT BE CONSIDERED FOR GRADE. PLEASE ASK THE PROFESSOR WHEN IN DOUBT.

Use of WebCT/Blackboard

Students will use Technology to complete assignments. Blackboard is the medium selected for this course. Assignments will be submitted in the tap "Assignments"

Required Reading

It is expected that students come to class with all assigned reading completed. The reading assignments provide a background for class discussion and activities. It is imperative to keep up with the reading. You are in charge to read each chapter as scheduled.

Community service learning

This course requires 18 hours of community service learning.

Written Work

All written work is expected to be of professional quality. Spelling, grammar, sentence structure, paragraphing, etc. are factors in the grade you will receive for a written assignment. All work is expected to be original, or referenced fully. If there is a question regarding the originality of your work, university plagiarism procedures will be followed. Further information about plagiarism, consult UNT policy book. Out of compliance with this policy will result in a one letter grade lower for each assignment and final grade.

Attendance Policy

Attendance is very important in this class. A great deal of information is covered in a short amount of time. Please call or email in advance of class if you are not able to attend. Even when you call or email about your absences, 10 points will be deducted from your final grade.

Use of CELL PHONE, TEXTING, and other Electronic Gadgets in the Classroom

Cell phones must be turned off during the whole lecture period. No texting or ringers will be allowed during lecture time. Phones are to be kept out of sight. Texting is not allowed at any time during class time and no other electronic gadgets will be allowed during class time.

Other Business

Any other business unrelated to the class such as lectures or class activities need to be kept outside the classroom (e.g., planning a wedding, making appointments with friends, reading the newspaper during class, falling asleep, etc.).

Use of Laptops

To avoid conflict and misuse of the Internet- wireless during class time, laptops will not be allowed during lectures unless an assignment or activity requires its use during class.

Grade incomplete –“ I”

No incomplete grade will be granted. See UNT Dallas Catalogue Calendar for dropping out of class with a W.