

University of North Texas at Dallas
Fall 2015
SYLLABUS

EDBE 3470D.020 FOUNDATIONS of BILINGUAL and ESL EDUCATION
3 credit hours

Department of Teacher Education & Education Administration, Dr. Glenda Moss, Interim Dean

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Office Hours: **Mondays 11:30 – 2:30; Tuesdays 3:00 – 5:00; Wednesdays 11:30 – 2:30; and by appointment**

Virtual Office Hours: Emails and/or phone calls received between the hours of 10:00 am and 4:00 pm Monday through Thursday will be responded to within 24 hours

Classroom Location: **DAL 1 248**

Class Meeting Days & Times: Mondays 8:30 am-11:20 am

Course Catalog Description: This course will examine philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language minority children.

Prerequisites: **None**

Co-requisites: **None**

Required Text: Wright, Wayne E. (2015) *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. – Second Edition. Caslon Publishing: Philadelphia.
 ISBN: 978-1-934000-15-1

Recommended Text and References: Crawford, J. & Krashen, S. (2007). *English Learners in American Classrooms 101 Questions 101 Answers*. Scholastic ISBN-13: 978-0545005197

Access to Learning Resources:

UNT Dallas Library:
 phone: 972-338-1616
 web: <http://www.untdallas.edu/our-campus/library>

UNT Dallas Bookstore:
 phone: (972) 780-3652
 e-mail: untdallas@bkstr.com

Course Goals /Overview:

The goal of this course is to provide alignment with the State Board of Educator Certification standards for bilingual and ESL education. These standards are aligned with the professional standards for the preparation of bilingual/multicultural teachers developed by the Teachers of English for Speakers of Other Languages (TESOL). Students will have the opportunity to investigate and study the theoretical foundations of first and

second language acquisition and the history of bilingual education in the United States and in Texas. Focus will be on the study of language development, types of bilingual programs, policies, assessment, historical law cases and the practices in teaching, learning, and applications from theory to practice. In addition, students will create an advocacy plan that focuses on the issues surround educating bilingual and second language learners. The various course assignments will provide opportunities for inquiry, research, reflection, problem solving, and peer collaboration.

Learning Objectives/Outcomes: At the end of this course, the student will

1	Demonstrate the ability to present facts about the foundations of bilingual education and the concepts of bilingualism and biculturalism.
2	Be able to identify second language acquisition theories and their applications in the EC-6 classroom.
3	Define and gain knowledge about specific bilingual models related to bilingual education and make appropriate instructional decisions based on course content and design and on the affective, linguistic, and cognitive needs of second language learners.
4	Identify the English language structure associated with bilingual children as English language learners, language theories, instructional strategies, and appropriate materials.
5.	Demonstrate the ability to reflect, articulate, and communicate in various forms (writing, group and individual presentations) the content studied from the text, attending lecture series related to bilingual education, policies, law, current issues surrounding new changes in bilingual education, and the academic curriculum support needed for bilingual and English language learners.
6.	Become aware of ways to bridge the home and school cultural environments. Demonstrate sensitivity and respect for learner’s diverse cultural background and regional language and dialects. Become aware of effective multilingual and multicultural learning environments and diversity issues and ways to bridge the home and school cultural environments.
7.	Gain understanding and application of knowledge of convergence of research evidence related to multilingual education including best instructional practices for second language learners (ELLs) as determined by academic achievement.
8.	Discuss political, legal cases, and critical issues surrounding bilingual education, bilingualism, English Only, and the academic success of bilingual and ELLs.
9.	Advocate equity for ELLs and bilingual programs.
10.	Active language support for bilingual, ELLs, and their families.

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

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 student's 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 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.

Competencies for the Bilingual Generalist TExES Exam

Competency 001. The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning bilingual teacher:

1. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education.
2. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
3. Understands the importance of creating an additive education program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
4. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
5. Understands convergent research related to bilingual education (e.g. best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
6. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
7. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
8. Knows how to create an effective bilingual and multicultural learning environment (e.g. by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
9. Knows how to create a learning environment that addresses bilingual students' affective, linguistic, and cognitive needs (e.g. by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs. The beginning ESL teacher:

The beginning bilingual teacher:

1. Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
2. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.
3. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
4. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009 The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment. The beginning ESL teacher:

1. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect student's learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
2. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
3. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
4. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
5. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010 The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. The beginning ESL teacher:

1. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
2. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
3. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL parents in a variety of educational contexts.
4. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

Course Outline

EDBE 3470D FOUNDATIONS of BILINGUAL and ESL EDUCATION

This is a hybrid course. We will not be meeting every week; however, you will have online assignments those days when we do not meet face to face.

The topics of discussion are primarily textbook based. The calendar of assignments, presentations and discussions includes a timeline, dues dates, Student Learning Objectives, Bilingual and ESL Standards and Competencies. Complete instructions for each assignment can be found in the corresponding MODULE on Blackboard. 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 & Venue	Topics	Assignment & Due Date	Learning Objectives & Competencies
MODULE 1			
8/24 F2F	<ul style="list-style-type: none"> • Introduction: General information, syllabus, expectations, BESO • Chapter 1 - Who are English Language Learners? • Selection of Law Case Teams 	<ul style="list-style-type: none"> • Read Chapters 2, & 3 • Chapter 1 Quiz 	LO 6, 9, 10 Competencies 001.2,4,9 and 009.1-5
8/31 F2F	<ul style="list-style-type: none"> • Chapter 4 Language and Education Policy for ELLs • Video Review History of B E –Rudy Rodriguez (33 min.) http://www.youtube.com/watch?v=AWbN_Y8aa5k 	<ul style="list-style-type: none"> • Chapter 4 Quiz • Answer questions on video • Read Chapters 2 & 3 	LO 1, 5, and 8 Competencies 001.1-4; and 008.1
9/7 Online	<ul style="list-style-type: none"> • Chapter 2 Language and Chapter 3 Language Learning and Teaching 	<ul style="list-style-type: none"> • Chapters 2 & 3 Quiz • Work on Law case DUE 9/14 	LO 1, 2, 4, and 7 Competencies 001.5 and 008.1
MODULE 2			
9/14 F2F	<ul style="list-style-type: none"> • Law Case Group Workshops & Presentations • LPAC Presentation 	<ul style="list-style-type: none"> • Read Chapter 5 • Work on Role Model Presentation DUE 9/28 	LO 1, 5, 8 Competencies 001.1, 4 and 008.1; and 010. 1-4
9/21 F2F	<ul style="list-style-type: none"> • Chapter 5 Program Models for ELLs 	<ul style="list-style-type: none"> • Chapter 5 Quiz • Read Chapter 6 	LO 3,7 Competencies 001.6,7,9 and 008.1-4
9/28 F2F	<ul style="list-style-type: none"> • Chapter 6 Assessment • Role Model Presentations 	<ul style="list-style-type: none"> • Chapter 6 Quiz • Read Chapter 7 	LO 5, 7 Competencies 001.5, 7 and 008.4
MODULE 3			

10/5 Online	<ul style="list-style-type: none"> • Chapter 7 Listening and Speaking 	<ul style="list-style-type: none"> • Chapter 7 Quiz • Read Chapter 8 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; and 009.1, 2, 4, 5
10/12 Online	<ul style="list-style-type: none"> • Chapter 8 Reading 	<ul style="list-style-type: none"> • Chapter 8 Quiz 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; and 009.1, 2, 4, 5
10/19 Online	<ul style="list-style-type: none"> • Movie Review “Justice for My People” and answer reflection questions • Peer-reviewed article – read and respond 	<ul style="list-style-type: none"> • Read material for English Plus/English Only Forum 	LO 1-8 Competencies 001.1-9; 008.1-4; 009.1-5; and 010.1-4
MODULE 4			
10/26 Online	<ul style="list-style-type: none"> • English Only or English Plus - Online forum • Movie Review “Stand and Deliver” and answer reflection questions 	<ul style="list-style-type: none"> • Review TExES Certification Manual • Read Chapter 9 	LO 2, 5-8 Competencies 001.2, 4, 5, 9; 008.4; 009.1-5 and 010.1
11/2 Online	<ul style="list-style-type: none"> • Chapter 9 Writing • TExES Practice Quiz 	<ul style="list-style-type: none"> • Chapter 9 Quiz • Read Chapter 10 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; and 009.1, 2, 4, 5
11/9 F2F	<ul style="list-style-type: none"> • Chapter 10 Content-Area Instruction for ELLs 	<ul style="list-style-type: none"> • Chapter 10 Quiz • Work on Advocacy Plan 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; and 009.1, 2, 4, 5
MODULE 5			
11/16 F2F	<ul style="list-style-type: none"> • Advocacy Plan Presentations 	<ul style="list-style-type: none"> • Read Chapter 11 	LO 2, 5, 6, 9, 10 Competencies 001.8, 9; 009.1-5; and 010.1-4
11/23 Online	<ul style="list-style-type: none"> • Chapter 11 – Primary Language Support 	<ul style="list-style-type: none"> • Chapter 11 Quiz • Read Bilingual Special Education handout <i>The Learning Environment Created for ELLs</i> 	LO 2, 3, 4, 7 Competencies 001.5, 7, 8, 9; 008.4; and 009.1, 2, 4, 5
11/30 Online	<ul style="list-style-type: none"> • Watch webcast: Dr. Elsa Cárdenas-Hagan http://www.colorincolorado.org/webcasts/disabilities/ • SPED activities 	<ul style="list-style-type: none"> • Study for Final Exam 	LO 3, 5, 7, 8 Competencies 001.5, 8, 9; 009.1-5; and 010.1-4

12/7 Online	<ul style="list-style-type: none"> • Comprehensive Final Exam 		
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Explanations of Assignments

Discussion Boards

- A topic for discussion will be posted on Blackboard for every online class. This is an opportunity for you to interact with your classmates on the issues being covered in the course. Your participation in these discussions is required.

Chapter Quizzes

- Online open-book quizzes for each chapter will be posted on Blackboard. These quizzes vary from 5 to 8 multiple choice items worth 3 points per question.

Bilingual Role Model (Individual)

- Please type your paper (APA style) and upload it to Blackboard the day the project is due (maximum 3 pages). You will then present your paper to the class on the designated day. You will have approximately 10 minutes to present. This does not mean you will read your paper to the class. Technology must be used for this project – PowerPoint or Prezi Presentation. Use illustrations, video clips, etc. to make your presentation interesting and hold the attention of your audience. Please see handout for full instructions on what to include in this assignment.

Historical Law Cases (Group Project)

- Team presentations on an assigned historical law case. Technology must be used for this project – PowerPoint or Prezi presentation. You may use a video clip if applicable to case as part of the presentation. Time allotment: A 10-12 minute team presentation. When, who, what, where, how, why and connections. How does the outcome of this case affect our education system today? Upload PowerPoint or Prezi link to Blackboard. You do not have to turn in a paper.

Movie Review & Connections (Individual)

- *Justice for My People: The Dr. Héctor P. García Story* - View movie and identify key scenes that pertain to historical changes as it pertains to Bilingual and ESL education. This movie highlights the importance of the Mexican American civil rights movement. Students will be required to answer a set of questions on the film and submit their answers on Blackboard.

Movie Review & Connections (Individual)

- *Stand and Deliver* - View movie and identify key scenes that pertain to two forms of language (street & or cultural language and academic language). This movie highlights the importance of connections between home and school (Funds of Knowledge), as well as highlights the understanding the social deficit and its implication on academic under achievement among minority students. Students will be required to answer a set of questions on the film and submit their answers on Blackboard.

TE_xES Quiz

- A required practice of formal assessment for this course. You will take this 20-item quiz on Blackboard.

Peer-Reviewed Article

- A peer-reviewed article on a topic related to educating English Language Learners will be provided for your analysis. You will answer a short set of questions and upload them to Blackboard.

Advocacy Plan (Group Project)

- Major Assignment – ESL / BILINGUAL Advocacy Plan- You will work with a partner to develop an advocacy plan for English language learners. You will turn in a written plan and also present your plan to the class with your partner. More detailed information provided in the handout for this assignment. Use the templates and rubric as a guide for the PowerPoint presentation and writing assignment. Time allotment: 15 minutes. Check with your instructor before researching your topic. The Advocacy Plan rubric will be used to score this assignment.

Final Exam (Individual)

- You will take this 25-item comprehensive exam on Blackboard. A review sheet will be provided.

EDBE 3470D Grading Matrix and Due Dates – Fall 2015		
<i>Dr. Uvaldina Janecek</i>		
DUE	Assignment	Points
For every online class session	Discussion Boards You will be given credit for entering a thread on the each of the 8 Discussion Boards and additional points for responding to the thread of a classmate for a maximum of 5 points each.	40
Throughout the course	Chapter Quizzes You will take an open-book online quiz for Chapters 1-11. These multiple choice quizzes vary in number of items. Please refer to the MODULES for dates and details about these quizzes. Each item on the quizzes is worth 3 points.	225 total for all seven quizzes
SEP 7	Bilingual Education in Texas You will view a 33 minute youtube video about the history of bilingual education in Texas, then answer a short set of questions.	30
SEP 14	Historical Legal Cases Collaborative Group Presentation of a landmark law case– team project Required Technology Project –PowerPoint	60
SEP 28	Bilingual Role Model PowerPoint or Prezi and a one-page paper; upload both to Blackboard. Research and report on a bilingual individual who has contributed to one or more of the following social structures: culture, language (sign language included), politics, education, medicine, science, business, film, music, etc.	100
OCT 19	<i>Justice for My People: The Dr. Héctor P. García Story</i> Movie Analysis Understanding the historical changes and the importance of the Mexican American civil rights movement. You will answer a set of questions and upload them to Blackboard.	30
OCT 19	Peer Reviewed Article Respond to the discussion questions on the provided journal article.	25
OCT 26	<i>Stand and Deliver</i> Movie Review Language, education & culture Funds of Knowledge – Connections between home and school. Understanding the social deficit and its implication on academic underachievement among minority students. You will answer a set of questions and upload them to Blackboard.	30

OCT 26	English Only/English Plus Forum You will prepare to participate in an online forum via the Blackboard Discussion Board by perusing websites on the topic and responding to the posts of your classmates in an informed and professional manner.	15
NOV 2	TE_xES Practice Quiz You will take this timed 20 item multiple choice quiz on Blackboard. The questions will cover a variety of domains addressed in the TE _x ES Practice Manuals.	40
NOV 16	Advocacy Plan and Presentation You will upload a paper on the day the assignment is due and present your plan with your partner using a PowerPoint or Prezi on your assigned class day. You will be provided with details and an example(s) during our Advocacy Plan Workshop.	250
NOV 30	Special Education Topics You will read a handout and watch a video about special education and English Language Learners then answer a set of short-response questions.	30
DEC 7	Final Exam Required assessment for this course.	125
	Total Maximum Points Possible:	1000

LETTER GRADE & SCALE

A	1000 -900
B	890 - 800
C	790 - 700
D	690 - 600
F	590 - 0

University Policies and Procedures

Students with Disabilities (ADA Compliance): Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

[Blackboard Learn Accessibility Statement:](#)

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: APA style is required for all writing assignments. Refer to the 6th edition for additional information as it is a requirement in the Department of Teacher Education. All major writing assignments will require APA style.

Students are expected to pay attention to detail in their writing assignments, projects, and presentations. Late assignments will be subject to a deduction of points and/or to the lowering of the final letter grade for the course--at the discretion of the instructor. Late assignments may be turned in ONE week after due date. Late assignments will NOT be accepted after one week of due date.

Exam Policy: Online quizzes and the ability to retake is solely at the instructor's discretion. The final exam is FINAL – you must take it on final exam day. NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

[http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic%20Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

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.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

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

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

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

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Student Signature _____