

University of North Texas at Dallas
Fall 2014
SYLLABUS

EDBE 3470D.021 FOUNDATIONS of BILINGUAL and ESL EDUCATION
3 credit hours

Division of Education & Human Services, Dr. Sheryl Santos-Hatchett, Dean

Department of Teacher Education & Education Administration, Dr. Glenda Moss, Chair

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Office Hours: **Mondays 11:30 – 2:30; Wednesdays 11:30 – 2:30; Saturdays 11:00 – 1:00 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: **DAL1 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. (2010) *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. **(Including Companion Website)** Caslon Publishing: Philadelphia. ISBN: 978-1-934000-01-4

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 or 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/acclturation 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

The topics of discussion are primarily textbook based. The calendar of assignments, presentations and discussions includes a timeline, dues dates, SLOs, Bilingual and ESL Standards and Competencies. **Group and Individual Work** assignments, individual and presentations and class participation.

Participation / Attendance

- It is essential for all students to attend all face-to-face classes, outside projects and online assignments in order to receive participation points.
 - Video: *History of Bilingual Education in Texas*
 - Small group discussions, forums, and class participation
 - Advocacy Plan Workshop
 - REVIEW for Certification
 - **TExES Bilingual Education Supplemental 164 Preparation Manual and TExES ESL Supplemental 154 Preparation Manual**

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 5-10 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 (Teams of 2 per law case)

- Team presentations on a selected 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 10-15 minute team presentation. When, who, what, where, how, why and connections. How does the outcome of this case affect our education system today? (Upload to Blackboard).

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.

TExES 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 short set of questions and upload them to Blackboard.

Advocacy Plan (Groups of 2)

- Major Assignment – ESL / BILINGUAL Advocacy Plan- Information provided in the handout for this assignment. Use the 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 for this assignment.

Final Exam (Individual)

- You will take this 25-item comprehensive exam on Blackboard.

GRADING MATRIX & DUE DATES

DUE	Assignment		% Grade
Throughout the course *(Please see Point Value Matrix below)	<p style="text-align: center;">Attendance & Participation</p> <ul style="list-style-type: none"> • Video response to History of Bilingual Education in Texas • English Only/English Plus Forum • Attendance • Participation in class discussions, online assignments, and active listening during classmates' presentations <p>Instructors have the capability of tracking your attendance and participation for online assignments. Your attendance and participation will be monitored and documented.</p>	Individual	15%
SEPT 8	<p style="text-align: center;">Bilingual Role Model</p> <p>PowerPoint or Prezi - 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, entrepreneur, film, music, etc.</p>	Individual	10%
SEPT 29	<p style="text-align: center;">Historical Legal Cases Collaborative Group</p> <p>Presentation of a landmark law case– teams of 2 per case Required Technology Project –PowerPoint or Prezi</p>	Group	20%
OCT 20	<p style="text-align: center;"><i>Justice for My People: The Dr. Héctor P. García Story</i> Movie Analysis</p> <p>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.</p>	Individual	5%
OCT 27	<p style="text-align: center;"><i>Stand and Deliver</i> Movie Review</p> <p>Language, education & culture Funds of Knowledge – Connections between home and school. Understanding the social deficit and its implication on academic underachievement among minority students.</p>	Individual	5%

	You will answer a set of questions and upload them to Blackboard.		
NOV 3	Peer Reviewed Article Respond to the discussion questions on the provided journal article.	Individual	5%
NOV 17	TEExES Practice Quiz You will take this timed 20 item quiz on Blackboard. The questions will cover a variety of domains addressed in the TEExES Practice Manuals.	Individual	5%
NOV 24	Advocacy Plan and Presentation Teams will upload a paper on the day the assignment is due (December 1 st) and present your paper on your assigned class day. You will be provided with details and an example(s) during our Advocacy Plan Workshop.	Group	20%
DEC 8	Final Exam Required assessment for this course.	Individual	15%
	Total:		100 %

LETTER GRADE & SCALE

A	100 -90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - 0

***Attendance and Participation Point Value Matrix**

DATE	ASSIGNMENT/ACTIVITY	MAXIMUM POINTS
All F2F Sessions	Attendance in Face-to-Face Classes (2 points per class)	14
All F2F Sessions	Active Listening and Participation in Face-to-Face Classes (1 point per class)	7
All Online Sessions	Discussion Board Responses (2 points per online session)	14
9/15	Response to "History of Bilingual Education in Texas" video	4
9/15	Activities 1 and 2 from companion website on Chapter 3 (3 pts ea.)	6
10/13	Activities 1 and 2 from companion website on Chapter 6	6
10/13	Activities 1 and 2 from companion website on Chapter 7	6
10/20	Activities 1 - 3 from companion website on Chapter 8	9
10/20	Response to "Justice for My People" video	5
10/27	Response to "Stand and Deliver" video	5
10/27	English Only/English Plus Forum	6
11/03	Activities 1 and 2 from companion website on Chapter 5	6
11/10	Activity from companion website on Chapter 9	3
11/10	Activity from companion website on Chapter 10	3
11/17	Response to Special Education and ELLs video and chapter reading	6
	TOTAL	100

COURSE SCHEDULE

EDBE 3470D-021 FOUNDATIONS BIL/ESL ED DALI 248
Fall 2014 – Dr. Uvaldina Janecek
August 25, 2014 – December 8, 2014 Mondays 8:30 am-11:20 am

Date & Venue	Topics	Assignment & Due Date	Standards & Competencies
8/25 Face-to-Face	<ul style="list-style-type: none"> • Introduction: General information, syllabus, expectations, BESO • Chapter 4 Program Models for ELLs • TExES Certification Discussion 	<ul style="list-style-type: none"> • Read Chapters 4 & 2 • Identify a bilingual role model Due 9/08 	LO 3 Competencies 001.6,7 and 008.1-3
9/01	Labor Day -- NO CLASS		
9/08 Face-to-Face	<ul style="list-style-type: none"> • Chapter 2 Language • Foundational Theories: BICS, CALP, CUP, Prism Model, Comprehensible Input • Role Model Presentations • Selection of law cases 	<ul style="list-style-type: none"> • Read Ch. 3 • Work on Law Case Presentation 	LO 1, 4, and 8 Competencies 001.1 and 008.1
9/15 Online	<ul style="list-style-type: none"> • Chapter 3 Language and Education Policy for ELLs • Video Review History of B E –Rudy Rodriguez (33 min.) and answer questions http://www.youtube.com/watch?v=AWbN_Y8aa5k 	<ul style="list-style-type: none"> • Read Ch. 1 • Select Advocacy Plan Topic 	LO 1, 2, 6, 8-10 Competencies 001.1-4; 008.1; and 010.4
9/22 Face-to-Face	<ul style="list-style-type: none"> • ADVOCACY PLAN Workshop/Discussion – Bring Topic • Chapter 1 - Who are English Language Learners? 	Work on Law Case Presentation	LO 6, 9, 10 Competencies 001.4,9 and 009.1,4
9/29 Face-to-Face	<ul style="list-style-type: none"> • Law Case Group Presentations 		LO 1, 5 Competencies 001.1 and 008.1, 4
10/6 Face-to-Face	<ul style="list-style-type: none"> • Law Case Group Presentations 	Read Chapters 6 & 7	LO 1, 5 Competencies 001.1 and 008.1, 4
10/13 Online	<ul style="list-style-type: none"> • Chapter 6 Listening and Speaking • Chapter 7 Reading 		LO 2, 5, 7 Competencies 001.5; 008.4; and 009.1-4
10/20 Online	<ul style="list-style-type: none"> • Movie Review “Justice for My People” and answer reflection questions • Chapter 8 Writing 	Read Chapter 8 Read English Plus/English Only	LO 1-8 Competencies 001.1-9; 008.1-4;

		handout to prepare for Forum	009.1-5; and 010.1-4
10/27 Online	<ul style="list-style-type: none"> • English Only or English Plus - (Mandated) Online Wimba forum • Movie Review “Stand and Deliver” and answer reflection questions 	Read Chapter 5	LO 2, 5-8 Competencies 001.2, 4, 5; 008.4; 009.1-5 and 010.1
11/03 Online	<ul style="list-style-type: none"> • Chapter 5 Assessment • LPAC Presentation • Peer-reviewed article – read and respond 	Read Chapters 9 & 10	LO 5, 7 Competencies 001.5 and 008.4
11/10 Online	<ul style="list-style-type: none"> • Chapter 9 Content-Area Instruction for ELLs • Chapter 10 Primary Language Support 	Read Bilingual Special Education handout <i>The Learning Environment Created for ELLs</i> Review TExES Certification Manual	LO 2, 5, 7, 9, 10 Competencies 001.8, 9; 008.3, 4; and 009.1-5

11/17 Online	<ul style="list-style-type: none"> • Watch webcast: Dr. Elsa Cárdenas-Hagan http://www.colorincolorado.org/webcasts/disabilities/ • TExES Practice Quiz 	Work on Advocacy Plan	LO 3, 5, 7, 8 Competencies 001.5, 8, 9; 009.1-5; and 010.1-4
11/24 Face- to-Face	<ul style="list-style-type: none"> • Advocacy Plan Presentations 		LO 2, 5, 6, 9, 10 Competencies 001.8, 9; 009.1-5; and 010.1-4
12/01 Face- to-Face	<ul style="list-style-type: none"> • Advocacy Plan Presentations 		LO 2, 5, 6, 9, 10 Competencies 001.8, 9; 009.1-5; and 010.1-4
12/08 Online	<ul style="list-style-type: none"> • Comprehensive Final Exam 		

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Dr. Jamaica Chapple at 972-338-1782.

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. Throughout the semester I will request from the class to complete an evaluation form to determine areas of improvement and or maintain the pace of instruction and teaching style. Your comments will be greatly appreciated.

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. Late submission will be penalized 10% of the maximum grade.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time and it is the responsibility of the student to make the appropriate arrangements before attending class.

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.untDallas.edu. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that

demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions throughout the semester 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 classmate to obtain a copy of the class notes and any handouts. Class participation and attendance will be considered in assigning the final course grade (3 absences = drop 1 letter grade; 4 or more absences = F for the course).

Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester.

NO CHILDREN ARE ALLOWED IN CLASS. 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.

At 5 minutes past the hour, a tardy will apply followed with an absence thereafter. All late entries to class will be considered unexcused. Early morning classes will require that students plan ahead and arrive on campus early in order to avoid heavy traffic situations, severe weather conditions, or any potential accidents while in route to campus. Class will begin as scheduled.

The following attendance policy will apply. 2 tardies = 1 unexcused absence 3 tardies = 2 absences 3 absences will merit scheduling a conference with the instructor. The instructor has the right to drop the student if there is a non-passing grade on record and evidence of unprofessional work submitted on or before the due date and failure to meet with the instructor.

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 and University Policies:

Use of WebCT/Blackboard – assignments, announcements, grades, and power point presentations will be posted on blackboard for hybrid and online courses.

Use of Cell Phones & other Electronic Gadgets in the Classroom – will not be tolerated. Cell phones will be completely turned off. No texting or stepping out of class to receiver make a call is discouraged. It is considered rude and shows a lack of respect for those students adhering to the policies set by the instructor

and supported by the university. A warning will apply should a student fail to adhere to this policy. Further action will be considered should a student continue to text, make or receive calls on his or her cell phone.

Laptops: NO LAPTOPS will be in used during a lecture or presentations. Laptops will be used based on individual and or group research assignments when permitted by the instructor.

Food & Drinks in the Classroom: Students are to eat in the commons area in building one on the first floor or in the food court area in building two. No food or drinks other than water are allowed in class.

Grade of Incomplete, “I” – Students seeking to receive an incomplete will need to be in good standing, have 80 % of their work completed, must meet either one of the following: 1) emergency surgery, military duties, or family medical emergency and or attending a funeral of a family member. Documents will need to be presented to the instructor upon return to the classroom. Failure to submit a document from a medical office or hospital, military branch or and or funeral home will be considered unexcused and the request for an Incomplete will not apply. The student must submit a request for an incomplete in order to receive a decision prior to the end of the semester. If approved from the dean, all work must be completed within a time frame set by the instructor. Failure to meet these requirements may result in the student receiving a low or non-passing grade.

STUDENT RESPONSIBILITIES:

It is the responsibility of the student to keep a record of the number of tardies, absences, and due dates of assignments, projects, field work, student-service learning projects, quizzes, exam dates and other course work requirements. This disposition will be taken seriously from the instructor and others involved in the well-being and academic success of the student.

Course Evaluation Methods

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

Exams – textbook readings, lecture notes, movie review, group discussions and class activities.

Assignments – All assignments must be presented in a professional manner. Writing assignments must written in APA style and with clarity. **All work done for class assignments must be typed with a cover page (12-pt, Font, Double-spaced, 1” Margins all around). Make sure your cover page includes: your name, assignment due date, date assignment was turned in and assignment name (There will be a 10% penalty for not using required format).** It is encouraged that students review their written assignments before submitting them on the due date. Outside sources will be considered as support for the written self-reflection on the advocacy plan and additional documents (letters, flyers, schedules, etc.). Please refer to the UNT Dallas Library’s resource page for links to sites that offer tutorials and examples of APA format:
<http://www.untdallas.edu/writing-center/student-resources/citation-guides/videos-and-tutorials>

Projects – PowerPoint presentations and the Advocacy Plan are to be delivered and presented with research support and in a professional manner.

Class Participation – daily attendance, participation in class discussions are required. Full points will be awarded for students who demonstrate active participation, demonstrate leadership, model professionalism, demonstrate a positive disposition, and pay attention to detail.

Student Signature _____