

University of North Texas at Dallas
SYLLABUS Spring 2016

EDBE 4490.020: Teaching ESL EC-12: Instructional Strategies and Resources 3	
Credit Hours	
Department of Teacher Education & Education Administration	
Instructor Name:	Dr. Uvaldina Janecek
Office Location:	Dal 1, 261
Office Phone:	972-338-1527 office
Email Address:	Uvaldina.Janecek@untdallas.edu
Office Hours:	Mondays 11:30 – 2:00; Tuesdays 3:00 – 5:30; Wednesdays 11:30 – 2:30 and by appointment
Virtual Office Hours:	Emails received any time and 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:	N/A
Class Meeting Days & Time:	Online Course
Course Catalog Description:	Study of methods and techniques of teaching English as a second language in elementary and secondary schools; language development techniques and materials for students at different levels of English proficiency. The course focuses on helping students to develop strategies (consistent with state standards for language and content learning) that can improve the English language proficiency and grade level subject matter knowledge of English language learners. Three lecture hours a week and one and one-half field-base hours a week. Required for students seeking grades EC-6 generalist certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL or reading/LA/ESL or special education. Requires 10 hours of field experiences.
Prerequisites:	EDBE 3470, LING 4030, and admission to Teacher Education or consent of department.
Required Texts:	Swinney, R. & Velasco, P. (2011). <i>Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6</i> . Corwin Sage Publications: Thousand Oaks, California. <i>Flip into success: ELPS at a glance</i> . (2009). ISBN: 978-1-938084-03-4. El Saber Enterprises: Irving, Texas.
Recommended Texts & Resources:	Echevarría, J., Vogt, M. E., & Short, D. (2012). <i>Making content comprehensible for English language learners: The SIOP model</i> (4 th ed.). Boston: Allyn and Bacon.

	<p>Chamot, A. U. (1999). <i>The learning strategies handbook</i>. White Plains, NY: Longman.</p> <p>Vogt, M., & Echevarría, J. (2008). <i>99 ideas and activities for teaching English learners with the SIOP model</i>. Boston: Pearson Allyn and Bacon.</p>
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com</p>
Course Goals or Overview:	
<p>This course prepares pre-service teachers within both EC-6 & 4-8 certificate programs to examine a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Literacy strategies that create independence in reading and writing across the content areas are also emphasized.</p>	
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Understand how to and plan ESL instruction, including consideration of student's developmental characteristics and their individual needs (ESL 4.2k).
2	Understand how to use a variety of methods and techniques appropriate for instruction in the ESL classroom (ESL 4.3k).
3	Plan strategies for fostering ESL students' communicative competence (ESL 4.4k).
4	Use a variety of literacy assessments to plan and implement literacy instruction in the primary language (Bilingual 4.3s).
5	Design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills – TEKS (ESL 4.1k, 4.1s, TESOL 3.b).
6	Understand how to select, and use instructional methods, resources, and materials appropriate for various goals and situations in the ESL classroom (4.5k, 4.3s, TESOL 3.c).
7	Use strategies which foster ESL students' content–area learning (ESL 4.5s).
8	Engage students in critical thinking processes (ESL 4.6s).
9	Understand how to apply principles of effective classroom management in a range of situations in the ESL classroom (ESL 4.7k, 4.7s).
10	Develop a reflective mind set about his/her learning and teaching in order to make decisions about curricular engagements based on an understanding as to its purpose in the curriculum.
11	Recognize professional journals, publications, and internet sites that are a significant source of information concerning literacy resources and processes.

TESOL STANDARDS

Domain 3: Planning, implementing and managing instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESL students. Candidates serve as effective English language models, as they plan for multi-level classrooms with learners from diverse backgrounds using standards based ESL and content curriculum.

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.

ESL COMPETENCIES State Standards & Expectations for the beginning teacher

The Standards

Competencies

- Domain I — Language Concepts and Language Acquisition
- Domain II — ESL Instruction and Assessment
- Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement
- Domain IV — English Language Arts and Reading
- Domain V — Mathematics
- Domain VI — Social Studies
- Domain VII — Science
- Domain VIII — Fine Arts, Health and Physical Education

The beginning ESL teacher:

A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.

B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.

C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.

D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

COMPETENCIES ARE ATTACHED TO THE COURSE SYLLABUS AND WILL BE REVIEWED THROUGHOUT THE SEMESTER. COURSE ASSIGNMENTS WILL BE ALIGNED WITH EACH OF THE COMPETENCIES AND APPROPRIATE STATE STANDARDS (TEKS) and ELPS.

REQUIRED READING & LEARNING: Chapter 74.4 & Chapter 89 will be reviewed and used as they apply to the second language learner and special populations.

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, the National Teachers of English for Speakers of Other Languages (TESOL) standards, and the Pedagogy and Professional Responsibilities Standards (PPR).

INTASC STANDARDS

- | | |
|--|---|
| 1. knowledge of subject matter | 6. Communication skills |
| 2. knowledge of human development and learning | 7. Instructional planning skills |
| 3. adapting instruction for individual needs | 8. Assessment of Student Learning |
| 4. multiple instructional strategies | 9. Professional Commitment and Responsibility |
| 5. classroom motivation and management skills | 10. Partnership |

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS:

TAC §228.30: Generalist EC-6: 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.

4-8 T.A. Standard IV, Domain III: All teachers communicate information in different formats and for diverse audiences.

Tk20

This course requires the thematic unit to be uploaded the week before final exams and assessed by the instructor in the UNT Dallas Tk20 Assessment System. This will require a one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20: <https://payment.tk20.com/ctpayment/?id=untdallas>. If you need assistance with Tk20 issues, please contact Genell McClendon at 927-338-1364 or genell.mcclendon@untdallas.edu.

COURSE SCHEDULE

EDBE 4490.020 Teaching ESL EC-12: Instructional Strategies and Resources

This schedule is subject to change by the instructor. Any changes to this schedule will be via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

- *Items in red are graded activities/assessments*

DATE	Topics	Assignment(s)	Learning Objectives
Week 1 JAN 19	<ul style="list-style-type: none"> • Introduction: General information, syllabus, Blackboard, Thematic Unit • Best Practices based on research; Introduction to SIOP Model PowerPoint and handouts 	<ul style="list-style-type: none"> • Create YouTube account • Turn in You Tube Assignment by 1/22 	LO 2, 6, 7, 11
Week 2 JAN 26	<ul style="list-style-type: none"> • The 8 SIOP Model Components • https://www.youtube.com/watch?v=ZA3_PXs4CsQ&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r • Grouping Strategies – Kagan Structures • https://www.youtube.com/watch?v=S0s_qxJDua&list=PLC0DpF0uQMk1hqcU6vRXRO-h01UsavUxb • SIOP Interaction Strategies • https://www.youtube.com/watch?v=GjOrFN6PEHg&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=6 	<ul style="list-style-type: none"> • Read Chapter 7 - <i>Thematic Unit: The Rainforest</i> • SIOP Quiz -due by 1/29 	LO 1, 2, 3, 6, 8, 9
Week 3 FEB 1	<ul style="list-style-type: none"> • TEKS and ELPS • Graphic Organizers • Grade level selection for Thematic Unit 	<ul style="list-style-type: none"> • Turn in Grouping Strategy DUE by 2/5 	LO 1, 2, 5-8
Week 4 FEB 8	<ul style="list-style-type: none"> • Assessment • Accommodations/Differentiation for PLDs • Thematic Unit workshop and selection (themes vs. topics) • Lesson Plan Workshop 	<ul style="list-style-type: none"> • Read Chapter 1 – <i>Building Language: How and Why</i> • Turn in Graphic Organizer DUE by 2/12 	LO 1 -7
Week 5 FEB 15	<ul style="list-style-type: none"> • The importance of building background – https://www.youtube.com/watch?v=ytXeEFCTMbg&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=3 • https://www.youtube.com/watch?v=BBZltLvC_Gg • Discussion and selection of literature for your theme 	<ul style="list-style-type: none"> • Turn in Lesson Plan 1 – Math DUE by 2/19 • Read Chapter 2 – <i>From Social to Academic Language: A Curriculum of Talk</i> 	LO 1, 2, 5, 6-8

Week 6 FEB 22	<ul style="list-style-type: none"> • Workshop on Vocabulary Development and Anchor Charts • https://www.teachingchannel.org/videos/middle-school-vocabulary-development • Words with multiple meanings: • https://www.youtube.com/watch?v=GGFTlmJmdmw&list=PL1iMtfCyPZFA07oDC0puYj35JvfOJX0uM&index=2 	<ul style="list-style-type: none"> • Turn in journal article analysis DUE by 2/25 	LO 1-3, 6-8
Week 7 FEB 29	<ul style="list-style-type: none"> • Thematic Unit Organizer, Theme Rationale and Major Goals workshop 	<ul style="list-style-type: none"> • Work on science lesson plan DUE by 3/11 	LO 1-3, 5-7, 9, 11
Week 8 MAR 7	<ul style="list-style-type: none"> • Comprehensible Input • https://www.youtube.com/watch?v=mTnHonxao70&list=PLeKswd4FOGf55LRBOQwX9n_96BYI9cL3r&index=4 • Please see the following video on strategies: https://www.youtube.com/watch?v=rhYI3w5I0EA&index=5&list=PLeKswd4FOGf55LRBOQwX9n_9_6BYI9cL3r 	<ul style="list-style-type: none"> • Turn in Lesson Plan 2 – Science by 3/11 • Prepare your Strategy Demonstration DUE by 3/21 	LO 1-3, 5-10
Week 9 MAR 14	SPRING BREAK – NO CLASS		
Week 10 MAR 21	<ul style="list-style-type: none"> • Strategies Demonstrations 	<ul style="list-style-type: none"> • Prepare your assigned Chapter (4, 5, or 6) 	LO 1-10
Week 11 MAR 28	<ul style="list-style-type: none"> • Chapter Group Presentations • Chapters 4, 5, 6 Quiz (4/1) 	<ul style="list-style-type: none"> • Work on social studies lesson plan DUE by 4/8 	LO 1-10
Week 12 APR 4	<ul style="list-style-type: none"> • Technology Search • Managing the ESL classroom • https://www.teachingchannel.org/videos/multilingual-classroom-teaching (This is a video about ESL in London, England, but I think it has some excellent ideas for helping students use language in the classroom.) • http://www.colorincolorado.org/video/what-do-first-creating-welcoming-ell-classroom-environment 	<ul style="list-style-type: none"> • Lesson Plan 3 – Social Studies DUE 4/8 • Read Chapter 3 – Structures of <i>Balanced Literacy</i> 	LO 1-3, 5-7, 9, 11

Week 13 APR 11	<ul style="list-style-type: none"> • Reading and Writing across the curriculum • https://www.teachingchannel.org/videos/jumpstart-student-writing 	<ul style="list-style-type: none"> • Reading/Writing task due 4/15 	LO 1-3, 5-7
Week 14 APR 18	<ul style="list-style-type: none"> • ELLs and Academic Conversations • https://www.teachingchannel.org/videos/improve-conversation-skills-ells-ousd • Please watch all 7 video clips in this series (total 40 minutes), then write a one-page reflection on your most significant “take-aways” from the videos, any new knowledge that challenged your thinking, and at least three strategies that you plan to implement in your classroom. 	<ul style="list-style-type: none"> • Work on Thematic Unit due 5/6 • ELLs and Academic Conversations reflections paper DUE 4/22 	LO 2, 3, 6-10
Week 15 APR 25	<ul style="list-style-type: none"> • Lesson Plan Demonstrations 	<ul style="list-style-type: none"> • Work on Thematic Unit 	LO 1-10
Week 16 MAY 2	<ul style="list-style-type: none"> • Thematic Unit Presentations • Last class day of course 	<ul style="list-style-type: none"> • Upload Thematic Unit on Blackboard no later than May 6th 	LO 1-10
MAY 12	<ul style="list-style-type: none"> • Last day to upload corrected Thematic Unit to Tk20 	<ul style="list-style-type: none"> • 	

EDBE 4490 GRADING MATRIX & DUE DATES

DUE BY	Assignment	Points
Weekly	Discussion Boards (10) You will participate in class discussions via the Blackboard Discussion Board throughout the semester. This is a requirement for online courses. You will post a thread to each discussion board, then respond to two other students' posts.	50
JAN 22	*Set up You Tube Account and Introduction Video You will need to set up a personal You Tube account in order to upload videos of your required presentations to the class. You will record a greeting and introduction of yourself to the class and upload to Blackboard. The assignments below marked with an asterisk (*) will be recorded on a video format of your choice and uploaded the corresponding Discussion Board for all of the students to view and comment on.	40
JAN 29	SIOP Quiz	50
	Grouping Strategy Select a grouping strategy (interaction) suitable for your selected grade level that you will incorporate in one of your thematic unit lesson plans. You will create a PowerPoint of your strategy so you can share with your classmates.	40
FEB 11	Graphic Organizers Design one graphic organizer to accompany one of your thematic unit lesson plans. Write a one-half page paper to explaining the purpose of your graphic organizer.	40
FEB 16	SIOP Lesson Plan 1 – Mathematics	50
FEB 25	Journal Article Read the journal article, then write a brief analysis and reflection.	40
MAR 11	SIOP Lesson Plan 2 - Science	50
MAR 21	*Strategies Demonstrations You will present an ESL strategy to the class.	50
MAR 28	*Chapter Presentations You will work cooperatively with a team to create a PowerPoint of the highlights of one of three chapters in the textbook <i>Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6</i> . You will also create six multiple choice questions based on your chapter from which I will select to create a quiz.	50
APR 1	Chapters 4, 5, and 6 Quiz Quiz based on the material presented by the chapter presentation teams	50
APR 4	Technology Search Conduct an Internet search for websites that aid comprehensible input and select four sources of technology for ESL in the K-12 setting, targeting the grade level/PLD level reflected in your thematic unit. For each resource you select, give a brief description and tell how you plan to use it in your lesson.	50

APR 8	SIOP Lesson Plan 3 – Social Studies	50
APR 15	Reading/Writing Across the Curriculum Design one English language arts/reading activity and one writing activity that you will incorporate into one of your content (math, science, or social studies) lesson plans.	50
APR 22	ELLs and Academic Conversations A one-page reflection on your most significant “take-aways” from the Teaching Channel videos, any new knowledge that challenged your thinking, and at least three strategies that you plan to implement in your classroom.	40
APR 26	*Lesson Plan Demonstration Present of one of your thematic unit lesson plans to the class using PowerPoint or YouTube video.	50
MAY 2	*Thematic Unit Presentation You will present your thematic unit to the class. Summarize each section of your unit and create a PowerPoint, video, or Prezi to guide your presentation.	50
MAY 6	Thematic Unit Please refer to the assignment description and rubric. Sections of the Thematic Unit will be due throughout the semester. Turn in on Blackboard.	200
	Total Possible Points:	1000

Grade Determination:

1000 – 900 = A 899 – 900 = B 799 – 700 = C 699 – 600 = D 599 – 0 = F

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. There is no final exam for this course because of the rigorous demands of the thematic unit.

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 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 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.

Deadlines and Incompletes: Please be mindful of University deadlines for dropping and withdrawing from classes. Also, in order for me to consider giving an INCOMPLETE for this course, you must be passing it, and you must present documentation of extenuating circumstances that have prevented you from completing your obligations for this course. **If these two conditions do not apply, please do not ask for an Incomplete Grade.**

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.

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://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

Student Signature _____