

University of North Texas at Dallas
SPRING 2012
SYLLABUS

EDBE 4480: Bilingual Approaches to Content-Based Learning 3 hours				
Department of		Education	Division of	Education and Human Services
Instructor Name:		<i>Jacqueline E. Romano, Ph. D.</i>		
Office Location:		<i>Founders Hall 257</i>		
Office Phone:		<i>972.338.1321</i>		
Email Address:		Jacqueline.romano@my.unt.edu		
Office Hours:		Monday and Wednesday from 8:30-10 and from 12:00 to 2:30 pm Thursday from 4:00 to 5:00 and from 8:00 to 9:00 pm		
Virtual Office Hours:		<i>After school hours only by special appointment: Skype: Jacque.arroyo-romano and on chat Blackboard</i>		
Classroom Location:		<i>Founders' Hall- Library</i>		
Class Meeting Days & Times:		Tuesday from 8:30- 11:20 am		
Course Catalog Description:		Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods, materials and the review of language distribution strategies. Focus on responsive instruction that makes use of effective communication techniques and instructional strategies that actively involve students in the learning process. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual education. Requires 15 hrs. of field experience in a bilingual education classroom. Language of instruction is primarily in Spanish		
Prerequisites:		EDBE 3479 and EDBE 3489 and admission to Teacher Education or consent of department		
Co-requisites:				
Required Text:		<p><i>La enseñanza de la lectura y la escritura en español y en inglés: en clases bilingües y de doble inmersión, Segunda edición revisada by Yvonne S. Freeman, Bonnie Freeman and David E. Freeman (2009)</i></p> <p><i>Morris, Lidia and Rosado, Luis A. (2009). Desarrollo del español para maestros en programas de educación bilingüe. Arlington, TX: LM Educational Consultant.</i></p>		
Recommended Text and References:		<p>Cuentos de niños en español Artículos de periódicos en español Materiales de enseñanza para matemáticas, ciencias naturales y ciencias sociales. Libros de Texto de la Secretaria de Educación Pública. Referencias de la Red, por ejemplo: www.sep.mx www.balancedreading.com</p>		
Access to Learning Resources:		UNT Dallas Library:		

phone: (972) 780-3625;
 web: <http://www.unt.edu/unt-dallas/library.htm>
 UNT Dallas Bookstore:
 phone: (972) 780-3652;
 e-mail: 1012mgr@fhcg.follett.com
 Texas Education Agency Websites; other ONLINE
 TK20 <http://www.coe.unt.edu/20> (TBA) Student subscriptions are effective for
 7 years from date of purchase)

Course Goals or Overview:

The goal of this course is to prepare the beginning teacher to know and understand:

OBJECTIVES FOR EDBE 4480	STATE STANDARD	APPLICATION
<p>The beginning bilingual education teacher knows and understands:</p>	<p>At the end of this course, the bilingual teacher will be able to:</p>	
<p>Objective 1 (1.1k): how to read, write and communicate orally in a proficient manner in L1 and L2 (1.2k): academic language in L1 and L2</p>	<p>Standard I The Bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).</p>	<p>1.1 prepare lessons, materials and assessments 1.1 use academic language competently in L1 and L2</p>
<p>Objective 2 (2.4k) 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</p>	<p>Standard II The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.</p>	<p>communicate effectively (orally and in writing) 2.3a make appropriate instructional decisions based on program model and design and select appropriate instructional strategies and materials in relation to specific program models</p>
<p>Objective 3 (4.1k) state educator certification standards in reading language arts appropriate for the teacher's level of certification and distinctive elements in the application of the standards for English and the primary language.</p>	<p>Standard IV The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.</p>	<p>4.1s apply knowledge of the reading/language arts educator certification standards and statewide curriculum to promote bilingual learners' literacy development in the primary language</p>
<p>Objective 4 (6.5L) how to differentiate content-area instruction based on learner needs and language proficiency levels and promote language acquisition and development in L1 and L2 (TESOL 3).</p>	<p>Standard VI The bilingual education teacher has comprehensive knowledge of content-area instruction in L1 and L2.</p>	<p>6.2s create authentic and purposeful learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in L1 and L2 6.4s select and use a variety of strategies and resources, including technology, to meet learners needs</p>

BILINGUAL EDUCATION STANDARDS

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

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

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

LANGUAGE PROFICIENCY STANDARDS (BILINGUAL VERSION)

Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language.

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

<i>Principle 5:</i>	Motivation and behavior The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
<i>Principle 6:</i>	Communication/knowledge The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
<i>Principle 7:</i>	Planning for instruction The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
<i>Principle 8:</i>	Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
<i>Principle 9:</i>	Professional growth/reflection The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
<i>Principle 10:</i>	Interpersonal relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

[<<Prev Rule](#)

Texas Administrative Code

[Next Rule>>](#)

[TITLE 19](#)

EDUCATION

[PART 7](#)

STATE BOARD FOR EDUCATOR CERTIFICATION

[CHAPTER 247](#)

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) Ethical Conduct Toward Professional Colleagues.

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

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

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

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

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

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

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with

the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

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

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

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

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

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

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

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Course Outline

Todas last areas requieren sus respuestas en español

TOPICS	TIMELINE
Semana 1	Enero 16-20
<ul style="list-style-type: none">• Welcome and introductions• Review course syllabus, review TExES state educator standards, review program student handbook, give directions about field experiences• Hand out BTLPT Preparation Manual and Bilingual Generalist EC-6 Preparation Manual. Give instructions on	Ensayo corto: ¿Quién soy yo? Ejercicios de evaluación informal: Escritura, lectura de comprensión, expresión oral y comprensión auditiva

taking practice tests found in these manuals	
<p>Semana 2</p> <ul style="list-style-type: none"> • Instrucción sobre los acentos en español • Ejercicios de: lectura, escritura, expresión oral y comprensión auditiva • Freeman Cap. 1—El contexto para desarrollar la lectoescritura de los estudiantes bilingües 	<p>Enero 23-27</p> <p>Planeación del proyecto de clase: unidad temática; enseñanza y mantención de la escritura en español</p> <p>Lectura de comprensión</p>
<ul style="list-style-type: none"> • Semana 3 • Visita al laboratorio de lectura, observación, análisis, revisión de libros en español de México. • Reflexionar sobre las características, funcionamiento, y uso del sistema de escritura (aspectos gráficos, ortográficos, de puntuación, y morfosintácticos. • Repaso de las reglas de los acentos. Ejercicio independiente y en equipo sobre reglas gramaticales. • Freeman Cap. 2—la concepción de la lectura como el reconocimiento de palabras 	<p>Enero 30-Febrero 3</p> <p>Discusión de temas para el plan de estudios de las matemáticas, ciencias naturales y ciencias sociales</p> <p>Visita: http://roble.pntic.mec.es/msanto1/ortografia/ hacer varios ejercicios a lo largo del semestre</p> <p>Expresión oral: conversación formal e informal</p> <p>Presentación oral: opinión en pro o en contra sobre un tema</p>
<p>Semana 4</p> <ul style="list-style-type: none"> • Ortografía: Uso de la diéresis y los acentos • Practica del desarrollo oral: <i>¿Cómo aprendió usted a leer?</i> • Discusión del capítulo 1 y 2 del libro de Freeman. Desarrollo de la lectoescritura en el primer y segundo lenguaje. (lectura de comprensión) • Resumen de los componentes principales del lenguaje: fonología, morfología, sintaxis, semántica y pragmática. Aplicación de los conceptos para la aplicación dentro del contexto del desarrollo lingüístico del estudiante. 	<p>Febrero 6-10</p> <p>Lectura de un artículo del periódico en Español</p> <p>Discusión del capítulo Lectura de análisis y síntesis</p> <p>BLTPT- practica de ejercicios escritos y de ortografía</p>
<ul style="list-style-type: none"> • Semana 5 • Trabajo de campo. • Continuación de la lectura de Freeman capítulo 3. • Planeación de avance estudios en español para matemáticas, ciencias naturales y sociales. • Visitar páginas de la red- recursos en español • Buscar vocabulario académico para la materia de ciencias naturales y sociales y matemáticas (5 palabras por materia) • Cap. 3 La concepción socio-psicolingüística de la lectura 	<p>Febrero 13-17</p> <p>NABE Conferencia 15-17</p> <p>Resumen escrito de los capítulos 1 & 2- en español</p> <p>Una página mínimo por capítulo de los conceptos o ideas más sobresalientes</p>
<p>Semana 6</p> <ul style="list-style-type: none"> • Discusión: <i>¿Históricamente, cuáles han sido las semejanzas</i> 	<p>Resumen capítulo 3</p>

<p><i>y las diferencias entre la enseñanza de la lectura en inglés y la enseñanza de la lectura en español?</i></p> <ul style="list-style-type: none"> • Cap. 4 La historia de la enseñanza de la lectoescritura en español y en inglés • Review BB assignment (Chapter 3 of Rosado book) • Ortografía: letras b,v, c, s, z, g, j, ll, y 	<p>BTLPT- lectura de comprensión, vocabulario, idea principal Comprensión auditiva ensayos cortos de reacción al tema en discusión</p>
<p>Semana 7</p> <ul style="list-style-type: none"> • Chapter 4 of Rosado textbook and activities in chapter • Capitulo 5-Los métodos para enseñar la lectura en español • Los artículos, pronombres personales y posesivos 	<p>Resumen capítulo 4</p> <p>Destrezas orales y auditivas: responder a un problema</p>
<p>Semana 8</p> <ul style="list-style-type: none"> • Cap. 5 Los métodos para enseñar la lectura en español • Review Chapter 4 of Rosado Textbook • Oraciones: Sujeto y predicado • Comprensión y redacción en español- ejercicios en clase 	<p>Capítulo 6- Freeman 5</p> <p>Traducción de contenido académico- revisión I Expresión escrita: Respuesta a una carta, memorándum, e-mail Plan de estudios (3)</p>
<p>Semana 9</p> <ul style="list-style-type: none"> • Cap. 6 El enfoque basado en principios para la enseñanza de la lectura • Desarrollo de un ensayo en español • Review BTLPT 	<p>Lectura de comprensión: periódico Ideas principales, vocabulario</p>
<p>Semana 10</p> <ul style="list-style-type: none"> • Capítulo 7 la enseñanza efectiva de la escritura • <i>El currículo y los materiales para la enseñanza de las matemáticas y las ciencias naturales;</i> • Revisar libros de texto y materiales usados en clases bilingües para matemáticas y ciencias • Revisar los TEKS en español e inglés para enseñar matemáticas y ciencias naturales • http://www.tea.state.tx.us/teks/spanish <p>http://www.tea.state.tx.us/teks/spanish/spreadk3.doc</p> <ul style="list-style-type: none"> • Identificar los TEKS para la enseñanza de contenido académico, grado, y estrategias con el fin de desarrollar lecciones 	
<p>Semana 9</p> <ul style="list-style-type: none"> • Cap. 8 Las etapas y los niveles del desarrollo de la escritura • El currículo y los materiales para la enseñanza de ciencias sociales y Español-lectura y escritura • Revisar los TEKS en español e inglés para enseñar ciencias sociales y español-lectura y escritura • http://www.tea.state.tx.us/teks/spanish • http://www.tea.state.tx.us/teks/spanish/spreadk3.doc 	<p>Aplicación de las reglas gramaticales</p>

<ul style="list-style-type: none"> Chapter 5 of Rosado textbook. Be prepared to apply knowledge of this chapter for 1 minute presentation in class Identificar los TEKS para la enseñanza de contenido académico , grado, y estrategias con el fin de desarrollar lecciones 	
<p>Semana 10</p> <ul style="list-style-type: none"> Spring BREAK Cap. 9 la enseñanza temática para desarrollar la lectoescritura en dos idiomas 	<p>Estudio independiente: Planeación de lecciones para la unidad temática</p>
<p>Semana 11</p> <ul style="list-style-type: none"> Practicar destrezas orales en español basadas en el capítulo 5 del libro de Rosado Discusión en clase con grupo independiente: la unidad temática y el desarrollo de esta Observación de campo- discusión sobre lo que se ha visto y lo que se dice en las lecturas 	<p>Organizar el plan de estudios</p> <p>Lectura de comprensión, vocabulario</p> <p>Ensayos: composición y redacción: texto complejo hechos y opiniones</p>
<p>Semana 12</p> <ul style="list-style-type: none"> Capítulo 5 Rosado: Práctica de destreza oral: responder de forma oral a un padre de familia. Escenario de trabajo- Observación de campo—lectura y escritura 	<p>Trabajo de equipo: lectura, escritura, destreza oral y auditiva</p>
<p>Semana 13</p> <ul style="list-style-type: none"> Cap. 6 Rosado- la comunicación escrita, ejercicios en clase responder a la carta de un padre de familia y comunicar por escrito del problema a la/ al directora/o de la escuela Ejercicios orales- BTLPT- responder a los ejercicios 	<p>Implementar una lección- gramática</p>
<p>Semana 14</p> <ul style="list-style-type: none"> Presentación de una pequeña lección Discusión general entre estudiantes y maestro sobre las presentaciones y proveer sugerencias constructivas Entregar bitácoras de las visitas de campo 	<p>Traducción de material académico-Final</p> <p>Implementar una lección- destrezas de la lectura</p>
<p>Semana 15</p> <p>Desarrollo oral: discusión y reflexión sobre el contenido de la clase</p>	
<p>Semana 16</p> <p>1. Mini-Lesson presentation- thematic unit</p>	<p>Thematic Unit Due</p>
<p>Semana 17</p> <p>Final Examination</p>	

Course Evaluation Methods

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

Exams – *written tests designed to measure knowledge of presented course material*

Assignments – *written assignments designed to supplement and reinforce course material*

Projects – *web development assignments designed to measure ability to apply presented course material*

Class Participation – *daily attendance and participation in class discussions*

Etc.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Análisis del libro Freeman	6 x 10	60
Experiencia de campo	20	20
Traducción de contenido académico y trabajo en clase	30	30
Unidad Temática: Plan de estudio	20	20
Mini-lección	10	10
Examen final	60	60
Total:		200

Grade Determination:

The grading scale for this course is:

182-200- A 91-100%

181-162- B 90-81%

161-140- C 80-70%

139- 127- D 69-63%

126- below-F 63%-0%

Extra Credit: Five (5) extra credit points will be assigned to students' overall grade if they attend a conference for at least half a day related to ESL or bilingual education. Proof of attendance will be required.

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 Laura Smith at 972-780-3632.

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.

Assignment Policy:**Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

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

Optional Policies:

- Use of WebCT/Blackboard
- Use of Cell Phones & other Electronic Gadgets in the Classroom
- Food & Drink in the Classroom
- Use of Laptops
- Grade of Incomplete, "I"