

TNTX 1300.001 Secondary Teacher Education Preparation I and II: Inquiry-Based Lessons (COMBO)

Section 001: Tuesday/Thursday 9:30 AM – 10:50 AM, Curry 323

Instructor Information

Name: Mr. Anthony Hufford, M.Ed (he/him) Mathematics

Office Location: Curry 309E

Phone Number: 940.565.3128

Office Hours: Mondays 12:00 pm – 1:00pm, Wednesdays 9:00am – 10:00am

For outside office hours, set up an appointment.

Email: Anthony.Hufford@unt.edu

Science Support: Ms. Marcia Jacobs, M.Ed. (she/her) Science

Office Location: Curry 309F

Office Hours: TBD

Available for appointments, in-person or Zoom. For drop-ins, please give a heads-up!

Email: Marcia.Jacobs@unt.edu

Course Description, Structure, and Goals

Course Description, per the University Catalog

One-semester introduction (equivalent to TNTX 1100 and TNTX 1200) to mathematics, computer science and science teaching as a career. Discussions include standards-based lesson design and various teaching and behavior management strategies. Topics may include various teaching methods designed to meet instructional goals and learner outcomes. Students develop and teach three inquiry-based lessons in their field in a middle school (grades 5-8) and participate in peer coaching.

Course Structure

Our 15-week course will be delivered in-person on **Tuesday/Thursday** from **9:30-10:50 am** in **Curry 323**. Information about the topics and units for this course can be found in “Course Requirements and Calendar” portion of this syllabus.

This course will provide students with:

1. an opportunity to explore teaching science, mathematics, or computer science as a career.
2. early field experiences, through observation and teaching.
3. an introduction to the theory and practice that is necessary to design and deliver effective instruction.

Effective teaching is strongly emphasized throughout the course. Therefore, learning in this class will occur through student-centered instruction and components of the 5E model, as well as research-based instructional strategies and best practices. You are encouraged to inquire about teaching, the 5E instructional model, and any of strategies or practices learned. This course is a not “sit and get” experience. Effective teaching is taught, modeled, and dissected through discussion daily.

As a result of these experiences, students generally are able to make a decision as to whether they want to pursue a pathway to teacher certification through the TNT program.

For a more detailed outline of the course, go to the “Course Requirements and Calendar” portion of this syllabus.

Course Prerequisites or Other Restrictions

An interest in exploring teaching STEM (Science, Technology, Engineering, Mathematics) as a career. Junior or senior status and consent of TNT Advisor.

Course Goals

Based on the Texas Teacher Pedagogy and Professional Responsibilities Standards: EC-Grade 12 (PPR), students will be able to do the following by the end of the course:

- Utilize mathematics and science content knowledge correctly to plan and teach middle school 5E lessons aligned with district curriculum.
- Understand the significance of the Texas Essential Knowledge and Skills (TEKS) and utilize the TEKS to select activities for inquiry-based lessons taught in a middle school classroom.
- Evaluate learning objectives for quality, revise learning objectives based on criteria for quality, and increase expectation level of learning objectives based on Bloom’s taxonomy.
- Use age-appropriate, high-yield instructional strategies that meet the needs of middle school students, including cooperative learning strategies
- Write questions for lesson plans that assess content learning, are sequential, and scaffold understanding (low/high), and use questions during lessons to formatively assess learning
- Discuss strategies for achieving instructional equity and adapt teaching strategies to meet the needs of diverse students.
- Demonstrate proficiency in professional communication and professional behaviors both in class and in the middle school.
- Communicate directions, explanations, and procedures effectively using appropriate communication tools (oral, written, technological)
- Use effective classroom management techniques in the middle school classroom, including clear directions, attention-getting signals, wait time, teacher voice, and proximity management, to promote student learning in the classroom.
- Incorporate physical and emotional safety into lessons taught in the middle school classroom to promote student achievement and to manage the classroom environment effectively
- Use assessments to evaluate student learning, to provide instructive feedback to middle school students, and as a basis for revising lesson plans.

Required Materials

This course has digital components. To fully participate during class sessions, students will need internet access to reference content on the **Canvas Learning Management System**.

If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

How to Succeed in this Course

Visit with me during Office Hours

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. Meet with me! I encourage you to connect with me throughout the semester. Additional office hours, in-person and virtual, will be offered throughout the semester. Your success is my goal.

You are encouraged to drop by during any of my scheduled office hours. If you need time outside of those hours, please just reach out with when you are available to set up an appointment.

Communicate (Course)

You are not alone in this course; I'm here to navigate you to success. Please communicate ALL your concerns or questions to me. It helps me make better decisions on how to support your learning journey. "I can't help what I don't know about."

How can I reach you outside of class? UNT email is the most efficient medium of communication, when we're not face-to-face. You may also message me through Canvas. Canvas forwards all messages to our UNT emails; however, your comments on Canvas will NOT be forwarded. If you have time-sensitive information, please email me. Also, though email is the most efficient, I prefer that we make arrangements to meet whenever possible.

How long does it take you to respond to my emails? You can expect to receive a response to your emails (during the weekdays) within 24 hours. Emails sent over the weekends (i.e. Friday afternoon to Sunday) can expect a response as early as Sunday evening or Monday morning. If your email requires a response and you don't receive one within 48 hours, please don't be afraid to send me a follow-up email. The semester can get pretty busy, and my inbox becomes rather full. A gentle nudge is appreciated. You may use this writing stem:

"Hello (insert recipient's name), I am following up on the email I sent you on (insert date)..."

Use your ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable 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, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

To begin your registration process, connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) (<https://studentaffairs.unt.edu/office-disability-access>).

Where can I find the UNT policies and procedures for success? You can access these policies in Navigate (Navigate.unt.edu), in Canvas under the Help menu, and on the [Student Support Services & Policies](https://clear.unt.edu/student-support-services-policies) page (<https://clear.unt.edu/student-support-services-policies>).

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. It is my goal to create a small learning community of pre-service mathematics teachers through this course, where discussions happen, ideas are exchanged, and peer-to-peer support is given.

All discussions should be respectful and civil. Although disagreements and debates are expected and encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

[UNT Code of Student Conduct \(https://deanofstudents.unt.edu/conduct\)](https://deanofstudents.unt.edu/conduct)

What type of support can I expect from the instructor? As your instructor, I am dedicated to your learning and growth throughout this semester. My responsibilities include, but are not limited to:

- Modeling effective teaching practices and high-yielding instructional strategies that will help you prepare your own lessons.
- Establishing a safe and equitable learning environment and culture for students to express their ideas, concerns, questions, victories, pitfalls, etc. with confidence.
- Facilitating student learning through engaging and meaningful activities, lessons, and discussions.
- Using coaching as a tool for increasing student growth and learning
- Providing opportunities for students to improve their teaching, social, and problem-solving skills.
- Providing honest and constructive feedback on students' lesson plans, teaches, practice teaches, collaboration experiences, etc.

Assessing Your Work

Grading for our course will be based the following numeric grading scale and weighted categories:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

| Grading Categories | Percentage of Final Grade |
|--|---------------------------|
| Lesson Planning <ul style="list-style-type: none"> 3 Inquiry-Based Lesson Plans | 30% |
| Final Exam - Thursday, December 11 th from 8:00 – 10:00 am in Curry 323 <ul style="list-style-type: none"> Post-Assessment Special Assignment | 20% |
| Field Experience – Required Observations & Reflections <ul style="list-style-type: none"> 3 Observations Forms & Reflections 1 Field Experience Log | 15% |
| Daily Assignments & Quizzes <ul style="list-style-type: none"> Syllabus Quiz 5E Quiz Mentor Interview Questions Class Reflections Interactive Notebook Check | 15% |
| Field Experience – Teach Reflections <ul style="list-style-type: none"> 3 teach & practice teach reflection assignments | 10% |
| Professionalism <ul style="list-style-type: none"> Attendance Content Support Meetings Self/Peer Evaluations Practice Teach Forms Teach Feedback forms | 10% |

Scenarios Prompting Unsuccessful Course Completion

Unless a student withdraws from the course adhering to UNT deadlines, the following will result in course failure:

- Not completing required district background check by the deadline
- Missing an arranged teaching date
- Not successfully completing **all** teaches
- Missing more than the allowed class sessions

Do you accept late work? Yes. Your assignments are due on or before the assignment due date as published in Canvas. After that date, if your assignment is turned in within a week of the published due date, you may receive a maximum of 70%. After one week, no credit will be given.

How long does it take for me to receive feedback? You can expect feedback and grades to be returned within 7 days from the due date. When this is not possible, an announcement will be sent to the class. Feedback will be given in written and oral forms.

Is there any extra credit? No, there is no extra credit available for this course. Each assignment is designed with the success of the student in mind.

Course Requirements and Calendar

In this course, students must be able to:

- have a **2-3 hour** block of time available during school hours to teach three lessons to middle school students during the semester,
- travel off-campus **at least 6 times** during the semester to observe and teach lessons at an area district's middle school.

If assistance is needed to meet these requirements, please see the instructor immediately. Help is available upon request.

Field Experience

"Field experience" is defined as an opportunity for pre-service teachers to apply knowledge gained in the classroom with supervised practice in a Pre/K-12 classroom setting.

Students of this course, i.e. pre-service teachers, can expect to do the following (this is an overview):

1. **Complete a background check.** You will not be allowed on your assigned campus until yours has cleared. (See "Background Check" policy.)
 - For security reasons, all schools require that you sign in at the front office of the school each day that you visit. Be sure to wear your visitor badge that identifies you as a Teach North Texas (TNT) student.
2. With or without teaching partner(s), **prepare (and teach) THREE hands-on science/mathematics/computer science lessons** in a middle school classroom.
 - Decide exactly how you and your partner(s) will share the teaching responsibilities and divide the lesson.
 - Arrive at least **20 minutes** before your scheduled teaching time.
 - Ensure that all materials are collected and classroom space is clean after the lesson.
 - Learn and use the names of your students.
 - Be open and receptive to verbal and written feedback provided by the observing Master Teacher (or adjunct faculty member) and your mentor.
3. Perform a minimum of **ONE "practice teach" PER TEACH** in the presence of a Master Teacher Fellow (MTF) or Master Teacher to demonstrate field readiness.
 - A "practice teach" is similar a dress rehearsal of a theatre production; the lesson is taught (with materials) as it would be in a real classroom to real students.
 - Verbal and written feedback provided by the observer must be applied to the lesson.
 - Feedback from the practice teach will be used by the instructor to give approval for teaching in the field. Only the instructor can provide approval, which will be provided in person or sent via email.
 - Practicing prior to the practice teach is required and very beneficial. Note: *The instructor can and will require you to complete as many practice teaches as needed before giving approval.* The expectation is that you complete a successful practice teach the first time.
4. **Observe** mentor teacher's classroom at least **THREE** times during the semester.
 - An observation is required to receive approval to teach.
 - Evidence of the observation will be submitted as an observation form and reflection.
5. **Send your final lesson plan** as an e-mail attachment to your mentor teacher before you teach the lesson.

6. *Reflect on each observation and teach* by answering reflection questions.

- There is a different reflection guide for each of the six reflections. Each forum lists the questions that you should address in each of the six reflections.

7. *Complete self/peer evaluation* after each teach.

IMPORTANT:

- Report **immediately** to the instructor and/or appropriate team members any problems you have, including the need for additional supplies.
- If a lesson needs to be rescheduled, you must inform your instructor via email in **advance**. **You may not reschedule a teaching date without the permission of a Master Teacher.** Doing so will result in the loss of significant professionalism points.
- **If an emergency arises and you have to miss your scheduled teaching day, notify your partner, your mentor teacher and your instructor as soon as you know. Your partner should teach the lesson alone if necessary.**

Call our office phone numbers or email your instructors ASAP! Also, call the TNT office at 940-565-2265 to notify the office staff. Keep calling the TNT office until you get a real person.

Background Check Policy

Along with Teach North Texas, our school district partners establish deadlines for completion of background checks that permit teacher education candidates to conduct observations and teaching events in public schools. **For this reason, each student must provide evidence of a completed background check by Wednesday, September 10th, 2025.**

Students who do not successfully complete the background check will be unable to complete mandatory course requirements and will receive a grade of “F” in the course unless the student drops or withdraws from the course according to UNT deadlines. Students that drop or withdraw from classes may become ineligible for financial aid.

Texas House Bill 1508 requires Educator Preparation Programs to notify all applicants and enrollees that a felony conviction may make you ineligible for certification upon program completion. The law requires that this information be provided without regard to whether the person has been convicted of a criminal offense. You may review current TEA criminal background checks guidelines, and also, you have the right to request a criminal history evaluation letter from TEA, at https://tea.texas.gov/Texas_Educators/Investigations. It is possible that some school districts will not permit individuals with misdemeanor or felony convictions to complete fieldwork on their campuses. The University of North Texas shall not be held liable should you be ineligible for certification because of a criminal offense.

Student Field Experience Policy

All lesson plans must be approved by the course instructor before scheduling a practice teach. Before a lesson is presented to K-12 students, it must also pass the practice teach. Students who are unable to gain instructor approval for the lesson or fail the practice teach will be required to cancel and then reschedule their teaching event using the electronic system for scheduling the field experience. Finally, students who receive evaluations below the proficient level will meet with the Co-Directors to determine how to proceed in the course.

Tentative Course Calendar

This calendar is tentative and subject to change based on the needs of students.

| Week | Topics |
|-------------------|--|
| 1 | Course Orientation/Syllabus, Pre-Assessment, Demo Lesson |
| 2 | Inquiry & 5E Professionalism, Teacher Voice, Attention Getters, Wait Time, Standards, Objectives & Learning Targets |
| 3 | Standards, student misconceptions, STAAR Constructivism v. Traditional, Bloom's Taxonomy, High Yield Instructional Strategies |
| 4 | Teach 1 Topic Planning, Questioning, Learner Accountability, Purposeful Movement |
| 5 | Cooperative Structures, Clear Directions, Questioning |
| 6 | Teach 1 Rough Draft Peer Review, In-Class pre-Practice Teach |
| 7 | Productive Struggle, Growth Mindset, Classroom Interventions |
| 8 | Teach 1 Debrief, Teach 2 Topic Planning, Formative Assessment |
| 9 | Teach 2 Rough Draft Peer Review, In-Class pre-Practice Teach |
| 10 | Effective Feedback, Types of Feedback, Teach 3 Topic Planning |
| 11 | Engineering Engaging Student Conversations, Challenges of Inquiry-Based Teaching |
| 12 | Teach 2 Debrief, Teach 3 Rough Draft Peer Review, In-Class pre-Practice Teach |
| 13 | Assessment, Data Driven Reflection & Next Steps |
| 14 | Final Project Launch, Turning a Traditional Lesson into 5E |
| Fall Break | |
| 15 | Teach 3 Debrief, Collaborative Project Work |
| 16 | Final Project Due & Exam |

When is the Final Exam? The final exam is **Thursday, December 11th from 8:00 – 10:00 am in Curry 323**. Your attendance is mandatory.

Where do I submit my assignments? The majority of your assignments will be submitted in Canvas. For transparency and organization reasons, assignments submitted through email will not be accepted for grading. All Canvas assignments are due at 11:59 pm the day of the assignment (one minute prior to midnight).

Are there rubrics available for my assignments? Yes! Grading rubrics can be found on the course Canvas website along with the assignment. I strongly encourage you to use the grading rubrics to guide you to successfully completing your assignments.

How will I know if class is asynchronous or cancelled? You will be sent a Canvas and/or email notifying you of an asynchronous or cancelled class. In that message, details of asynchronous assignments will also be provided.

If there is a campus closing that will impact our class, you will be notified by Eagle Alert [Emergency Notifications and Procedures Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf).

What is the policy for the use of AI (artificial intelligence) in my coursework? The use of generative AI in this class, *unless specified in the instructions of an assignment*, will be considered a form of plagiarism, and will be assigned the same penalties.

Is Academic Integrity expected in this course? Yes, absolutely! The requirements of this course allow you to demonstrate your own understanding, growth, and mastery. It is expected that the tangible products of this course are truly yours in ownership.

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. For example, students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Our standard for academic integrity is a preponderance of evidence, a standard of review in the student appeal process that evaluates whether allegations are more likely to be true than not true. Consequences may include but not limited to; no credit for an assignment, lower course grade, course failure, etc. Violations will be filed with the Academic Integrity Office.

Attendance and Participation

You are preparing for a profession in which your daily presence is imperative to the success of your students and your attendance in this class represents that commitment. Our course is designed and organized to be highly collaborative and experiential. Therefore, your attendance and participation are essential to your (and others') learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class.

What is the attendance policy? Your presence is welcomed and expected for every class session. Attendance is taken every day and makes up the majority of your Professionalism grade.

Life happens. If you cannot attend class **for any reason, including for the observance of a religious holy day**, please:

1. Contact me at Anthony.Hufford@unt.edu **before** class.
2. Use your resources to access all announcements, assignments and information presented or discussed in class, amid your absence. (Keep in mind that illness-related absences may require a doctor's note.)

Whether poor or late attendance, not attending for the full class time will adversely affect your grade for this course. Students missing more than 10 minutes of a class will be counted as absent. Below is the attendance policy.

- **3 absences = final grade in the course will be lowered by one full letter grade.**
- **4 absences = final grade in the course will be lowered by two full letter grades.**
- **5 absences = F in the course.**

What about tardies? Due to the short amount of class time, it is imperative that you come on time, ready to participate. Tardies will adversely affect your attendance grade. Please keep in mind that:

- **3 tardies = 1 absence. This means arriving to class late *and/or* leaving class early.**

What is the participation policy? Your participation in class is required. The content taught is best learned by doing and discussion. Participating in class enhances student learning and growth. A reduction in the Professionalism portion of the final grade occurs when you do not actively and responsibly participate in the course.

How do I report an absence for my field experience coursework? Follow these procedures if you cannot make a practice teaching or Mursion session, an observation of your Mentor Teacher, or a teaching event:

- Missing **a practice teaching event or Mursion** for any reason, you must:
 - ✓ Contact your partner via phone or email;
 - ✓ Contact Mr. Hufford at Anthony.Hufford@unt.edu
 - ✓ Contact the Master Teacher assigned to observe you and your partner; AND
 - ✓ Contact the TNT front desk at 940-565-2265 and leave a message.
- Missing **an observation of your Mentor Teacher** for any reason, you must:
 - ✓ Contact your teaching partner via phone or email;
 - ✓ Contact Mr. Hufford at Anthony.Hufford@unt.edu; AND
 - ✓ Contact your Mentor Teacher via email and call the school to leave the mentor teacher a message.
- Missing **a teaching event at your Mentor Teacher's campus** for any reason, you must:
 - ✓ Contact your partner via phone or email;
 - ✓ Contact your Mentor Teacher ASAP via email and call the school to leave the mentor teacher a message;
 - ✓ Contact Mr. Hufford at Anthony.Hufford@unt.edu and 940-565-3128 and leave a message.
 - ✓ Contact the assigned Master Teacher assigned to observe your teaching event; AND
 - ✓ Contact the TNT front desk at 940-565-2265 and leave a message.

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT Help Desk: <https://aits.unt.edu/support/>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 330

Walk-In Availability: Mon-Fri: 8am-5pm

Telephone Availability:

- Mon-Thurs: 8am-9pm
- Fri: 8am-5pm
- Sat-Sun: 11am-3pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/index.html) (<https://studentaffairs.unt.edu/counseling-and-testing-services/index.html>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Eagle Engagement Center](https://studentaffairs.unt.edu/center-for-belonging-and-engagement/index.html) (<https://studentaffairs.unt.edu/center-for-belonging-and-engagement/index.html>)
- [UNT Food Pantry](https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html) (<https://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html>)

Academic Support Services

- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)

- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
- [MathLab](https://math.unt.edu/mathlab) (<https://math.unt.edu/mathlab>)

Syllabus Change Policy

This course syllabus is intended to be a guide and may be amended at any time.