



## **DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION**

EDBE 3050.400 Teaching English as an Additional Language

**SPRING 2025**

**Instructor:** Professor Muñoz

**Office Location:** MH 218-Z

**Office Hours:** Mondays 12:00 - 2:00 pm, Tuesdays and Thursdays 3-4 pm (Frisco), and Wednesdays 3:30-5:30 pm. Please email me to schedule an appointment via Zoom.

**Email:** Angeles.Munoz@unt.edu

### **CATALOGUE DESCRIPTION**

This course focuses on the methods and techniques of teaching English as an additional language and assessing emergent bilinguals in elementary and secondary schools. Using asset-based approaches, the course will examine the use of bilingual learners' strengths in the classroom to design and implement meaningful and authentic lessons, assessments, and classroom activities that advance the students' knowledge of the English language and the content areas. The course will also explore educational structures and pedagogical methodologies that promote language and literacy development centered in the students' family and community traditions.

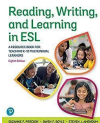
### **COURSE PREREQUISITES**

Admission to the teacher education program and completion of EDBE 2050 Understanding and Teaching Multilingual Students.

### **REQUIRED TEXTBOOK AND MATERIALS**

Peregoy, S. F., Boyle, O.F. & Amendum, S.J. (2023). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 Multilingual Learners*. Pearson.

Also available as [eTextbook](#)



Supplementary materials, including articles, handouts, and videos, will be listed in the Canvas Modules.

## **CLASS MODALITY TIME/LOCATION**

EDBE 3050 is an Internet course. We will meet synchronously via Zoom in weeks 1, 3, 5, 7, 9, 11, 13, and 15 on Wednesdays from 5:30-8:20pm. Attendance is mandatory.

## **COURSE OBJECTIVES AND STUDENT OUTCOMES**

The content of this course is aimed at these goals:

- Examining the academic and social needs of multilingual learners.
- Identifying the principles of first and second language acquisition theories and their implications on instructional practices.
- Designing lesson plans and assessments that emphasize the unique characteristics and needs of emergent bilinguals.
- Examining research supported practices in a variety of instructional models where English is the main language of instruction (e.g., sheltered instruction).
- Recognizing home and community literacy practices and centering these practices in classroom instruction.
- Reviewing new literacy forms and formulating plans to reduce or eliminate technology and/or opportunity gaps.
- Planning instruction that considers the students' funds of knowledge.
- Researching the elements of critical pedagogy and its implications for an equitable and just education for all students.
- Reviewing children's literature for instruction in reading and other content areas.
- Describing practices that foster family involvement.
- Examining the intersection of ESL and special education.

## **HOW TO SUCCEED IN THIS COURSE**

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole-group activities and discussions. Therefore, your attendance, participation, and collaboration are essential to achieve the objectives of this course.

Do your best to review the materials and resources for this course and participate in the classroom discussion, activities, and projects designed to achieve a deeper understanding of the course content.

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. I encourage you to contact me for support. If you need online guidance, we may

also schedule an individual or group Zoom meeting. Please send me an email with the proposed day and time for a meeting.

## UNT ATTENDANCE POLICY

Regular and punctual attendance is required and necessary. Your participation and collaboration in enriched discussions in the class is essential for your success. The attendance policy for this course will be followed by the University policy 06.039. If necessary, students may miss class with a valid excuse according to university policy for excused absences and not face penalties related to their final grade. It is the student's responsibility to obtain all notes and handouts missed during their absence. All assignments are due on dates indicated on the syllabus, regardless of student absences. Chronic tardiness or early departure will result in the lowering of a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early). Please note that it is the student's responsibility to drop this course if necessary.

Students are responsible for requesting an excused absence in writing, providing satisfactory evidence to the faculty member to substantiate the excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent. In the case of an illness, a student is responsible for submitting a doctor's note with the date/s for an excused absence, and date when he/she can return to school.

**Three or More Absences:** Even if your absences are unexcused, you will receive an automatic FINAL grade of F if you miss THREE (3) or more classes. We want you to be successful in this course, therefore a required meeting with the instructor will be scheduled after your 2nd unexcused absence. This course is an important part of your degree plan and missing nine or more hours of in-person class is detrimental to your success in the program and on your certification exams.

### Late to Class or Early Leave

If you arrive 15 minutes or more after the start time of the class, if you leave the class 15 minutes or more before the end of the class, or if you leave the session for more than 15 minutes, you will be considered absent unless you have extraneous circumstances to justify your tardiness. The instructor will handle justifications on a case-by-case basis.

### Examples of Excused and Unexcused Absences

<u>Excused Absences</u>	<u>Unexcused Absences</u>
An absence may be excused for the following reasons: <ul style="list-style-type: none"><li>• religious holy day, including travel for that purpose;</li><li>• active military service, including travel for that purpose;</li><li>• participation in an official university function;</li><li>• illness or other extenuating circumstances;</li><li>• pregnancy and parenting under Title IX; and</li></ul>	An absence may be unexcused for the following reasons: <ul style="list-style-type: none"><li>• Student organization/Sorority/Fraternity events/meetings</li><li>• Car Trouble/Parking/Transportation Issues</li><li>• Vacations</li><li>• Work/Job (other than active military service)</li></ul>

<ul style="list-style-type: none"> <li>when the University is officially closed.</li> </ul>	<ul style="list-style-type: none"> <li>Studying for Certification Exams/Completing work for other classes</li> <li>Other events that do not fall under UNT policy</li> </ul>
---	--

## SUMMARY OF COURSE ASSIGNMENTS

Students must submit all assignments and assessments through Canvas at or before the due date. Grading scale for this course: 900-1000=**A**, 800-899=**B**, 700-799=**C**, 600-699=**D**, below 600=**F**

Assignments	Points	Due date
<b>Attendance and Participation</b>  Zoom meetings in weeks 1, 3, 5, 7, 9, 11, 13, and 15 on Wednesdays from 5:30-8:20pm. 8 sessions x 25 points each = 200 points	<b>200</b>	<b>Ongoing</b>
<b>Assignment #1- Introduction</b>	<b>30</b>	<b>Jan. 19</b>
<b>Assignment # 2 – Theories of First and Second Language Acquisition</b>	<b>40</b>	<b>Jan. 26</b>
<b>Assignment # 3 – Planning Instruction for Multilingual Students</b>	<b>100</b>	<b>Feb. 16</b>
<b>Assignment # 4 – Assessments and Accommodations for Multilingual Learners</b>	<b>80</b>	<b>Feb. 23</b>
<b>Week 8 – Midterm Exam</b>	<b>100</b>	<b>March 5</b>
<b>Assignment # 5 – Assessments for Emergent Bilingual in Texas</b>	<b>100</b>	<b>March 9</b>
<b>Assignment # 6- Critical analysis of children’s literature for ESL and Bilingual Classrooms</b>	<b>100</b>	<b>March 30</b>
<b>Assignment # 7: Lesson Plans for Multilingual Students</b>	<b>100</b>	<b>April 20</b>
<b>Final Exam</b>	<b>150</b>	<b>May 7</b> <b><u>UNT Final Exam Schedule</u></b>
<b>Total Points</b>	<b>1,000</b>	

### Late Work

*Late assignments will be accepted only when the student obtains permission from the instructor before the due date.* Therefore, if you have a valid reason for submitting a late assignment, please contact the instructor, explain your situation, and request permission for a late submission.

Assignments turned in after the due date will be deducted 10% each day the assignment is late (i.e., one day late = 10% reduction; two days late = 20% reduction; three days late = 30%

reduction). No assignments will be accepted if submitted after three days of the due date. If you become sick, an excuse, such as a doctor's note, will be required. Other circumstances such as a death in the family, accidents, inclement weather, or emergencies will be examined on an individual basis. Communicate with your instructor about your specific situation.

## **Description of Assignments**

### **Assignment # 1 Introduction**

We are working in a learning community. The purpose of this assignment is to share information about the members of our class. Use the discussion board to share your background, interests, and knowledge about multilingual students.

### **Assignment # 2 Theories of First and Second Language Acquisition**

For this assignment, students will review theories and research related to language and language acquisition. Then, they will participate in a discussion focused on the application of theories and first and second language acquisition in the classroom.

### **Assignment # 3 Planning Instruction for Multilingual Students.**

Students will create two lesson plans that include TEKS, ELPS, content objectives, language objectives, and classroom activities. Detailed instructions and rubric will be posted on Canvas.

### **Assignment # 4 Assessments and Accommodations for Multilingual Learners**

This assignment has two parts. In the first part, students will review research related to the meaningful use of accommodations for multilingual learners. In the second part of this assignment, students will review the TEA-approved accommodations and explain how they could apply the accessibility features and locally approved designated support to classroom instruction and assessments of multilingual learners.

More details about this assignment will be posted on Canvas.

### **Assignment # 5 – Assessments for Emergent Bilingual in Texas**

Students will review the characteristics of the Home Language Survey, TELPAS, and STAAR Tests and write a paper about these tests. More details about this assignment will be posted on Canvas.

### **Assignment # 6 - Critical Analysis of Children's Literature for ESL and Bilingual Classrooms**

A fundamental aspect of lesson planning is the selection of texts for the students to read. These texts need to be age-appropriate and cover a variety of themes connected to the students' lives. For this assignment, you will need to select five texts appropriate for instruction of emergent bilingual students and develop a critical analysis about the use of these books that includes how you can use these books for instruction in content areas. Additional details will be provided on Canvas.

### **Assignment # 7 Lesson Plans for Multilingual Students**

Students will create two lesson plans that include TEKS, ELPS, content objectives, language objectives, classroom activities, assessments, and accommodations recommended for multilingual students. Detailed instructions and rubric will be posted on Canvas.

### Final Exam

This exam is a formal summative assessment in which students will demonstrate the knowledge and skills learned in this course. Additional details will be provided on Canvas and in class.

### Optional Participation in The Bilingual Homework Line (BHH)

Students have the opportunity to volunteer for a total of 20 hours with the Bilingual Homework Line (BHH). Completing these 20 hours and submitting documentation of your service to the instructor will allow you to be exempt from the final exam. To fulfill this requirement, you must volunteer for 2 hours each week for 10 consecutive weeks, totaling 20 hours. This time must be properly documented in order to receive credit. Please note that no partial credit will be granted if you volunteer for less than 20 hours. For more information, please click on this [link](#)

### Extra Credit Opportunity for Attending Conferences

Students can earn extra credit by attending Bilingual/ESL conferences. Up to 50 extra points can be earned by participating in conferences that focus on ESL or bilingual education. To receive this credit, students must submit proof of registration along with a certificate of attendance.

## COURSE SCHEDULE

Week	Topic	Standards
Week 1	<p>Introduction  “Multilingual Learners”  Peregoy, Boyle, and Amendum (2023)  Chapter 1  <u>Chapter 89. Subchapter BB Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students</u>  <u>Supporting Linguistically and Culturally Diverse Learners in English Education</u></p>	<p><b>Standard II.</b> The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment (Domain II).  <b>2.4s</b> create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students’ learning and language acquisition  <b>2.5s</b> demonstrate sensitivity to students’ diverse cultural and socioeconomic backgrounds and show respect for language differences.  <b>Standard V.</b> The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture. (Domain II)  <b>5.1k</b> factors that may affect ESL students’ learning of academic content, language, and</p>

		<p>culture (e.g., age, personality, academic background, sociocultural factors, home environment, attitude, exceptionalities)</p> <p><b>5.2k</b> the nature of student variation in the ESL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning, individual learning).</p> <p><b>5.1s</b> use knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture</p> <p><b>5.2s</b> provide instruction and experiences that are responsive to diversity and individual student needs.</p>
<b>Week 2</b>	<p>“Language and Language Acquisition Translanguaging”</p> <p>Peregoy, Boyle, and Amendum (2023)</p> <p>Chapter 2</p> <p><u>TEA ESL Supplemental Preparation Manual</u></p> <p>Videos: <u>Stephen Krashen on Language Acquisition</u></p> <p><u>Social vs. academic language for ELLs</u></p>	<p><b>Standard III.</b> The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English. (Domain I &amp; II)</p> <p><b>3.1k</b> theories, concepts, and research related to first-language (L1) development</p> <p><b>3.2k</b> theories, concepts, and research related to second-language (L2) development</p> <p><b>3.3k</b> the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2</p> <p><b>3.4k</b> the role of the linguistic environment and conversational support in second-language acquisition</p> <p><b>3.1s</b> apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English</p> <p><b>3.6s</b> apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>
<b>Week 3</b>	<p>Identification and Placement of Emergent Bilingual Students in Texas</p> <p><u>Serving Emergent Bilingual Students in Texas</u></p>	<p><b>6.4k</b> state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC</p> <p><b>6.3s</b> implement LPAC recommendations for LEP identification, placement, and exit; and</p>

	<p>Assessments for the Identification and Placement of Bilingual Students.</p> <ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• LAS</li> </ul> <p><u>TEA Emergent Bilingual Support Division Webinar</u></p> <p><u>LAS Texas FAQs</u></p>	
<b>Week 4</b>	<p>“Classroom Practices for Effective Multilingual Learner Instruction”</p> <p>Peregoy, Boyle, and Amendum (2023)</p> <p>Chapter 3</p> <p><u>An Overview of Unpacking the Standards</u></p>	<p><b>3.5s</b> provide appropriate feedback in response to students’ developing English language skills</p> <p><b>Standard IV.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction. (Domain II)</p> <p><b>4.2k</b> factors and procedures in planning ESL instruction, including consideration of students’ developmental characteristics and their individual needs</p> <p><b>4.7s</b> apply principles of effective classroom management in a range of situations in the ESL classroom.</p> <p><b>4.3s</b> select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom</p>
<b>Week 5</b>	<p>Planning Instruction for Multilingual Students: TEKS, ELPS, Content Objectives, Language Objectives, and Classroom Activities</p> <p><u>Texas Essential Knowledge and Skills (TEKS)</u></p> <p><u>English Language Proficiency Standards (ELPS)</u></p>	<p><b>4.1k</b> applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p><b>4.1s</b> design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p><b>4.2s</b> use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p><b>4.5k</b> instructional practices, resources, and materials for content-based ESL instruction</p>
<b>Week 6</b>	<p>Assessments and Accommodations for Emergent Bilingual Students</p> <p>Willner, L.S. &amp; Mokhtari, K. (2018). Improving meaningful use of</p>	<p><b>Standard VI.</b> The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction. (Domain II)</p>



	<p>accommodations by multilingual learners. The Reading Teacher. 71(4), 431-439</p>	<p><b>6.1k</b> basic concepts, issues, and practices related to test design, development, and interpretation</p> <p><b>6.2k</b> types of assessment used in the ESL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations</p> <p><b>6.5k</b> relationships among state-mandated standards, instruction, and assessment in the ESL classroom</p> <p><b>6.1s</b> select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</p> <p><b>6.4s</b> use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</p>
<b>Week 7</b>	<p>“Technological Tools and Resources in ESL Classrooms”</p> <p>Peregoy, Boyle, and Amendum (2023) Chapter 4</p>	<p><b>4.6k</b> the use of technological tools and resources to facilitate and enhance ESL instruction</p> <p><b>4.4s</b> infuse technological tools and resources into the instructional process</p>
<b>Week 8</b>	<p><b><u>Midterm Exam</u></b></p> <p>Assessments for Emergent Bilingual Students in Texas</p> <p><b><u>TELPAS Resources</u></b> <b><u>STAAR Test</u></b></p>	<p><b>6.2s</b> interpret results of standardized tests commonly used in ESL programs in Texas</p> <p><b>6.3k</b> standardized tests commonly used in ESL programs in Texas</p>
<b>Week 9</b>	<p>“Oral Language Development for Multilingual Students”</p> <p>Peregoy, Boyle, and Amendum (2023) Chapter 5</p>	<p><b>3.2s</b> help students transfer language skills from L1 to L2</p> <p><b>3.3s</b> use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development</p> <p><b>3.5s</b> provide appropriate feedback in response to students’ developing English</p>

		language skills
<b>Week 10</b>	<p>“Multilingual Learners Early Literacy Development”</p> <p>Peregoy, Boyle, and Amendum (2023)</p> <p>Chapter 6</p>	<p><b>3.4s</b> provide a rich language/print environment with supported opportunities for communication in English</p> <p><b>4.5s</b> use strategies that foster ESL students’ content-area learning</p>
<b>Week 11</b>	<p>“Multilingual Learners’ Vocabulary Development”</p> <p>Peregoy, Boyle, and Amendum (2023)</p> <p>Chapter 7</p>	<p><b>4.3k</b> a variety of methods and techniques appropriate for instruction in the ESL classroom</p>
<b>Week 12</b>	<p>Methods, Techniques, and Strategies for Instruction in ESL Classrooms</p> <p>“Content Area Reading and Writing”</p> <p>Peregoy, Boyle, and Amendum (2023)</p> <p>Chapter 10 and 11</p>	<p><b>3.6s</b> apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p> <p><b>4.4k</b> strategies for fostering ESL students’ communicative competence</p> <p><b>4.7k</b> classroom management strategies for a variety of ESL environments and situations</p> <p><b>4.5s</b> use strategies that foster ESL students’ content-area learning</p>
<b>Week 13</b>	<p>Lesson Plans for Multilingual Learners</p>	<p><b>4.1k</b> applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p><b>4.1s</b> design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p><b>4.2s</b> use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p><b>4.7k</b> classroom management strategies for a variety of ESL environments and situations</p> <p><b>4.5s</b> use strategies that foster ESL students’ content-area learning</p> <p><b>4.6s</b> engage students in critical-thinking processes</p> <p><b>6.4s</b> use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</p>

<b>Week 14</b>	<p>“Multilingual Learners and Writing Instruction” Peregoy, Boyle, and Amendum (2023) Chapter 8</p>	<p><b>4.1k</b> applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p><b>4.1s</b> design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p><b>4.2s</b> use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p><b>4.3s</b> select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom</p> <p><b>4.7k</b> classroom management strategies for a variety of ESL environments and situations</p> <p><b>4.5s</b> use strategies that foster ESL students’ content-area learning</p> <p><b>4.6s</b> engage students in critical-thinking processes</p>
<b>Week 15</b>	<p>‘Reading Instruction for Multilingual Learners’ Peregoy, Boyle, and Amendum (2023) Chapter 9</p>	<p><b>4.1k</b> applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p><b>4.1s</b> design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p><b>4.3s</b> select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom</p> <p><b>5.2s</b> provide instruction and experiences that are responsive to diversity and individual student needs</p>
<b>Week 16</b>	Final Exam	<b><u>UNT Final Exam Schedule</u></b>

## UNT’S STANDARD SYLLABUS STATEMENTS

### 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 belonging. All discussions should be respectful and civil. Although disagreements and debates are 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. Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding (UNT [Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

### **Student Academic Integrity**

Academic integrity is essential to this course, as in other work that you do in your program. In Policy 06.003, UNT has described academic integrity as follows: The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

"Academic Misconduct," in this policy, means the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to: cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage.

**See full academic integrity policy:**  [06.003 Student Academic Integrity.pdf](#)

### **F-1 Visa regulations**

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for [F-1 Visa \(PDF\)](#) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

### **ADA Accommodation Statement**

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.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering the course.

### **Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### **Classroom Visitors**

University policies on participating and/or attending courses, all persons must be officially registered for the course or have received permission to attend as an auditor as stated in the University catalog: ***“Individuals fully eligible to enroll in the university may attend a class as an auditor with written permissions from the department chair and the dean of the college or school in which the course is taught.”***

**This syllabus may be modified by the instructor as needed**