



EDBE 3050 TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE FALL 2025 SYLLABUS

Instructor: Ángeles Muñoz Ph.D (ABD)	Office hours Mondays & Wednesdays, 9:00 AM – 12:00 PM or by appointment
Office location Mathews Hall: Room 218-Z	Contact information: Please communicate with me in person (before, after class, or during office hours). For electronic communication, use the Canvas Inbox (preferred) or email. I respond within 24 hours during regular office and work hours. 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.

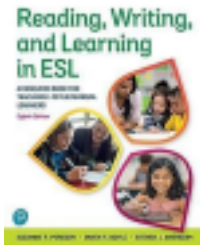
COURSE PREREQUISITES

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. & Amend, 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.

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 to be highly collaborative and interactive. Our class sessions will include small groups and whole-class discussions, as well as hands-on activities. Your active participation and consistent collaboration are essential to meeting the learning goals of the course.

To succeed, make it a priority to review the assigned materials and resources before class, and come prepared to engage in discussions, activities, and projects. These experiences are carefully designed to support a deeper understanding of the course content.

Instructor Communication & Office Hours

Since this is an in-person course, you will have multiple opportunities to engage in direct communication before, during, and after class, as well as during office hours. If you have

questions or need additional support, I encourage you to make use of office hours. You may also request an individual or group meeting if you need further guidance or clarification at a more convenient time. To schedule an appointment, please see me before, after class or during office hours.

CLASS MODALITY TIME/LOCATION

EDBE 3050 meets in person at the scheduled class times, attendance on campus is required.

UNT ATTENDANCE POLICY

Regular and punctual attendance is required. 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.

This course is an important part of your degree plan. Missing **nine or more hours** of in-person class will be detrimental to your success in the program and on your certification exams.

Late Arrival or Early Departure

If you arrive late, leave before the scheduled end time, or are absent from class for 15 consecutive minutes, you will be marked absent unless there are extenuating circumstances.

Absences

Our goal is to support your success in this course; therefore, attendance is required. If you are absent twice, you must schedule a meeting with the instructor. Please note that, in accordance with course policy, students will automatically receive a final grade of “F” if they miss three (3) or more class sessions, regardless of whether the absences are excused or unexcused.

COURSE ASSIGNMENTS

Use of Generative AI Tools

In this course, our focus is on engaging deeply with the materials and fostering the development of your own critical thinking, writing, and intellectual skills. To support these goals, students may use Generative AI tools (such as ChatGPT or Gemini) only for activities and assignments specifically authorized by the instructor. While these tools can be useful in certain contexts, they are not a substitute for producing your own intellectual, original work. **Any unauthorized use of Generative AI to complete assignments will be considered a violation of academic integrity, as it prevents the development of your independent skills.** Such cases will be addressed in accordance with the university’s academic integrity policies. [Student Academic Integrity policy \(https://policy.unt.edu/policy/06-003\)](https://policy.unt.edu/policy/06-003).

Denton ISD Bilingual Homework Volunteer Opportunity

Students in EDBE 3050 have the option to participate in the Denton ISD Bilingual Homework Line. This is an elective opportunity that allows you to engage in meaningful community service while supporting multilingual learners.

If you choose to participate, the following requirements apply:

- You must complete 15 volunteer hours between September 23 and November 14, 2025.
- No partial credit will be awarded; all **15 hours must be completed by November 14, 2025.**
- To receive credit and be exempt from the final exam, you must submit:
 1. *An official certificate of completion verified by the Denton ISD/UNT Bilingual Homework Line coordinators*
 2. Documentation of hours
 3. A reflection of activities
- Please read the instructions carefully **“here”** and contact the Homework Line coordinators with any questions.

Assignments, Quizzes, and Exams

Students are required to submit all assignments, quizzes, and exams through **Canvas** by the deadlines specified for each task. Detailed instructions and requirements for each assignment will be posted on Canvas.

Grading scale for this course:

900-1000=A, 800-899=B, 700-799=C, 600-699=D, below 600=F

Assignments	Points	Due date
Quizzes and Participation	300	Ongoing throughout Weeks 1–16
Assignment #1 Introduction	50	Week 1
Assignment # 2 Language and Language Acquisition	50	Week 3
Assignment # 3 Planning Instruction for Multilingual Students	50	Week 5
Assignment #4 Dispositions Inventory <u>Part II – Sign Up Here</u>	100	Week 7
Assignment # 5 Assessments, Accommodations and Modifications for Emergent Bilinguals in Texas 50 50 100 100 Week 3 Week 5 Week 7 Week 9	100	Week 9
Assignment # 6 Artificial Intelligence Fundamentals	100	Week 11
Assignment # 7 Reflective Lesson	100	Week 13

Plans for Multilingual Students		
Final Exam	150	UNT Final Exam Schedule
TOTAL	1,000	

LATE WORK POLICY

All assignments must be submitted by the due dates listed in the course syllabus. Late submissions will only be considered if the student obtains prior approval from the instructor *before* the assignment deadline. If you anticipate a late submission due to a valid reason, please contact the instructor as early as possible to explain your circumstances and request an extension. Unless otherwise approved, late assignments will incur a grade penalty of 10% per day after the due date (e.g., one day late = 10% Canva automatic deduction; two days late = 20% Canva automatic deduction; three days late = 30% Canva automatic deduction). **Assignments submitted more than three days past the due date will not be accepted.**

Exceptions to the late work penalty may apply in the following situations.

- Observance of a religious holiday
- Active military service (including required travel)
- Participation in an official university function
- Illness or other serious medical conditions
- Pregnancy and parenting situations protected under Title IX
- Official university closure due to emergencies or weather

In these cases, **students must submit a written request for an excused absence and provide documentation to substantiate the claim.** For illness-related absences, a doctor's note must indicate the dates the student was unable to attend class and when they are cleared to return. For more information, please refer to the official [UNT Attendance Policy](#).

Note: Students are responsible for initiating communication and providing documentation in a timely manner.

Grade Disputes

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

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. Additional details will be provided on Canvas and in class.

Assignment # 2 Language and 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 classrooms that serve multilingual students. Additional details will be provided on Canvas and in class.

Assignment #3 Planning Instruction for Multilingual Students.

Students will create one lesson plan that includes TEKS, ELPS, content objectives, language objectives, big ideas/focusing questions, assessments, ESL Strategies, and accommodations recommended for multilingual students. Additional details will be provided on Canvas and in class.

Assignment # 4 Disposition Inventory: Part I and Part II

The purpose of this assignment is to engage in a reflective evaluation of professional dispositions using the *Disposition Inventory for Teachers*, a tool designed to assess the attitudes and behaviors expected of teacher candidates. This inventory supports the development of ethical, reflective, and community-oriented teaching practices. Additional details will be provided on Canvas and in class.

This assignment consists of two parts:

<p><i>Part 1: Self-Assessment</i></p> <p>Students will complete the <i>Disposition Inventory for Teachers</i> to self-evaluate their professional dispositions. The inventory includes areas such as professional demeanor and ethics, goal setting, commitment to professional growth, and involvement in school and community contexts. This assessment should be informed by the student's experiences across coursework and field placements.</p>	<p><i>Part 2: Individual Conference</i></p> <p>Each student will participate in a one-on-one conference with the instructor to reflect on the following T-TESS Dimension 4 indicators:</p> <ul style="list-style-type: none">● 4.1 – <i>Adherence to ethical standards and professional conduct</i>● 4.2 – <i>Reflection on teaching practices to set and pursue professional goals</i>● 4.3 – <i>Engagement in continuous learning to improve instructional effectiveness</i>
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	<ul style="list-style-type: none"> ● 4.4 – <i>Participation in activities that support the school community and promote collaboration</i> <p>The conference provides an opportunity to discuss areas of strength and identify goals for continued professional growth.</p>
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Assignment # 5 Assessments, Accommodations and Modifications for Emergent Bilinguals in Texas

The purpose of this assignment is to examine the key characteristics and purposes of the required assessments for emergent bilingual students in Texas, including the Texas English Language Proficiency Assessment System (TELPAS), the State of Texas Assessments of Academic Readiness (STAAR), and the Language Assessment Scales (LAS). You will then review research on the implementation of accommodations for emergent bilinguals and analyze TEA-approved accommodations. Finally, you will explain how accessibility features and locally approved designated supports can be applied to classroom instruction and assessments for multilingual learners. Additional details will be provided on Canvas and in class.

Assignment # 6 Artificial Intelligence Fundamentals

The purpose of this assignment is to provide EDBE 3050 students with an opportunity to develop foundational literacy in Artificial Intelligence (AI). Students will explore key AI terms, concepts, and ideas; **examine current applications of AI in teaching and learning**; and critically evaluate the potential benefits and challenges of AI technologies in educational settings. Additional details and instructions for this assignment will be posted on Canvas and in class.

Assignment # 7 Reflective Lesson Plans for Multilingual Students

Drawing on the knowledge and insights gained throughout the course, students will design two lesson plans that demonstrate their understanding of effective instruction for multilingual learners. Each lesson plan should reflect thoughtful consideration of the students' diverse linguistic and academic needs, and include appropriate instructional strategies, assessments, accommodations, and modifications that support equitable learning opportunities. Additional details will be provided on Canvas and in class.

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.

COURSE SCHEDULE

Week	Topic	Standards
1	Introduction Multilingual Learners	Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and

	Chapter 1: Peregoy, Boyle,	multilingual learning environment (Domain II).
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	<p>and Amendum (2023) Chapter 89. Subchapter BB Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students</p> <p>Assignment #1 <u>“Course Introductions & Peer Feedback”</u></p>	<p>2.4s 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</p> <p>2.5s demonstrate sensitivity to students’ diverse cultural and socioeconomic backgrounds and show respect for language differences.</p> <p>Standard V. The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture. (Domain II)</p> <p>5.1k factors that may affect ESL students’ learning of academic content, language, and culture (e.g., age, personality, academic background, sociocultural factors, home environment, attitude, exceptionalities)</p> <p>5.2k 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>5.1s use knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture</p> <p>5.2s provide instruction and experiences that are responsive to diversity and individual student needs.</p>
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2	<p>Language and Language Acquisition Translanguaging</p> <p>Chapter 2: Peregoy, Boyle, and Amendum (2023) TEA ESL Supplemental Preparation Manual</p>	<p>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. (Domain I & II)</p> <p>3.1k theories, concepts, and research related to first-language (L1) development</p> <p>3.2k theories, concepts, and research related to second-language (L2) development</p> <p>3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2</p> <p>3.4k the role of the linguistic environment and conversational support in second-language acquisition</p> <p>3.1s apply knowledge of theories, concepts, and research related to language learning to support students’ language development in English</p> <p>3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>
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3	<p>Classroom Practices for Effective Multilingual Learner Instruction</p> <p>Chapter 3: Peregoy, Boyle, and Amendum (2023)</p> <p>Assignment # 2 “Language and Language Acquisition”</p>	<p>Standard III.</p> <p>3.5s provide appropriate feedback in response to students’ developing English language skills</p> <p>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction. (Domain II)</p> <p>4.2k factors and procedures in planning ESL instruction, including consideration of students’ developmental characteristics and their individual needs</p> <p>4.7s apply principles of effective classroom management in a range of situations in the ESL classroom.</p> <p>4.3s select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom</p>
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4	Planning Instruction for Multilingual Students: TEKS, ELPS, Content Objectives, Language Objectives, and Classroom Activities	<p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p>4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p>4.2s use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p>4.5k instructional practices, resources, and materials for content-based ESL instruction</p>
5	<p>Dispositions Inventory for Teachers</p> <p>Texas Teacher Evaluation and Support System (T-TESS) T TESS Rubric</p> <p>Assignment # 3</p> <p>“Planning Instruction for Multilingual Students”</p>	<p>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</p> <p>2.4s 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; and</p> <p>2.5s demonstrate sensitivity to students’ diverse cultural and socioeconomic backgrounds and show respect for language differences</p>
6	<p>Oral Language Development for Multilingual Students</p> <p>Chapter 5: Peregoy, Boyle, and Amendum (2023)</p> <p>Methods, Techniques, and Strategies for Instruction in ESL Classrooms</p>	<p>3.2s help students transfer language skills from L1 to L2</p> <p>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development</p> <p>3.5s provide appropriate feedback in response to students’ developing English language skills</p>

		<p>3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p> <p>4.4k strategies for fostering ESL students’ communicative competence</p> <p>4.7k classroom management strategies for a variety of ESL environments and situations</p> <p>4.5s use strategies that foster ESL students’</p>
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		content-area learning
7	<p>Assessments for Emergent Bilingual Students in Texas</p> <p>Assessments for the Identification and Placement of Bilingual Students. Home Language Survey 1. LAS Texas FAQs 2. TELPAS Resources 3. STAAR Test</p> <p>Assignment #4 “Part I: Dispositions Inventory” Part II: Individual Conference Sign Up Here</p>	<p>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 to plan and adapt instruction.</p> <p>6.2s interpret results of standardized tests commonly used in ESL programs in Texas</p> <p>6.3k standardized tests commonly used in ESL programs in Texas</p> <p>6.4k state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC 6.3s implement LPAC recommendations for LEP identification, placement, and exit.</p>
8	<p>Accommodations and Modifications for Emergent Bilingual Students</p> <p>Willner, L.S. & Mokhtari, K. (2018). Improving meaningful use of accommodations by multilingual learners. <i>The Reading Teacher</i>. 71(4), 431-439</p>	<p>6.1k basic concepts, issues, and practices related to test design, development, and interpretation</p> <p>6.2k 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>6.5k relationships among state-mandated standards, instruction, and assessment in the ESL classroom</p> <p>6.1s select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency)</p> <p>6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</p>

9	<p>Multilingual Learners Early Literacy Development.</p> <p>Chapter 6: Peregoy, Boyle, and Amendum (2023)</p> <p>Assignment # 5 “Assessments, Accommodations and Modifications for Emergent Bilinguals in Texas”</p>	<p>3.4s provide a rich language/print environment with supported opportunities for communication in English</p> <p>4.5s use strategies that foster ESL students’ content-area learning</p>
10	<p>Technological Tools and Resources in ESL Classrooms</p> <p>Chapter 4: Peregoy, Boyle, and Amendum (2023)</p> <p>Artificial Intelligence Fundamentals</p>	<p>4.6k the use of technological tools and resources to facilitate and enhance ESL instruction</p> <p>4.4s infuse technological tools and resources into the instructional process</p>
11	<p>Multilingual Learners’ Vocabulary Development</p> <p>Chapter 7: Peregoy, Boyle, and Amendum (2023)</p> <p>Assignment # 6 “Artificial Intelligence Fundamentals”</p>	<p>4.3k a variety of methods and techniques appropriate for instruction in the ESL classroom</p>
12	<p>Lesson Plans for Multilingual Learners</p>	<p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p>4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS) 4.2s use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p>4.7k classroom management strategies for a variety of ESL environments and situations</p> <p>4.5s use strategies that foster ESL students’ content-area learning</p>

		4.6s engage students in critical-thinking processes
		6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.
13	<p>Multilingual Learners Writing Instruction</p> <p>Chapter 8: Peregoy, Boyle, and Amendum (2023)</p> <p>Assignment # 7 “Reflective Lesson Plans for Multilingual Students”</p>	<p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p>4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p>4.2s use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p>4.3s select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom</p> <p>4.7k classroom management strategies for a variety of ESL environments and situations</p> <p>4.5s use strategies that foster ESL students’ content-area learning</p> <p>4.6s engage students in critical-thinking processes</p>
14	<p>Reading Instruction for Multilingual Learners</p> <p>Chapter 9: Peregoy, Boyle, and Amendum (2023)</p>	<p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p>4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS)</p> <p>4.3s select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom</p> <p>5.2s provide instruction and experiences that are responsive to diversity and individual student needs</p>

15	Lesson Plans Presentations	<p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL</p> <p>4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS) 4.2s use planning procedures to design effective, developmentally appropriate ESL instruction</p> <p>4.7k classroom management strategies for a variety of ESL environments and situations</p> <p>4.5s use strategies that foster ESL students' content-area learning</p>
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		<p>4.6s engage students in critical-thinking processes</p> <p>6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.</p>
16	Final Exam	UNT Final Exam Schedule

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 ([Code of Student Conduct](#)) (<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.

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 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](#) 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 or email 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 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.

This syllabus is subject to modification by the instructor as needed.