

Course Information

Professor Melissa Rojas Williams, Ph.D	Student Hours: Monday 1 pm -5pm Tuesday 10-11 am -2 pm-3 pm, or by appointment, You can book time with me here or drop by!
Office: 206D	Email: melissa.williams@unt.edu

Course Goals

By the end of the semester, the successful student will be able to:

1. Discuss the complexities of the *English* and *Spanish* language.
2. Explain *English* and *Spanish* language structures and patterns.
3. Analyze the linguistic features of an emergent bi/multilingual student oral language sample from a holistic, multilingual, multimodal perspective.
4. Understand language as a sociopolitical and historical construct.
5. Learn the varieties of the *English* and *Spanish* language and its ongoing transformation.
6. Identify the linguistic challenges facing emergent bi/multilingual students in the academic context.
7. Identify and reflect upon attitudes towards and modes of inquiry regarding language.
8. Articulate theories of language (e.g., variation, phonology, social conventions, use/usage).
9. Identify instructional strategies to address emergent bi/multilingual students' academic & linguistic development.

Required Reading

- *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice* by Wayne E. Wright, which is available as an [ebook](#).
- *Supplemental course readings will be available on Canvas*

Educator Standards this Course Addresses

[ISTE Standards](#)

[TEA Educator Standards](#)

[Bilingual Education Standards](#) (BE Standards)

[English as a Second Language \(ESL\) Standards](#))

[Pedagogy and Professional Responsibility Standards](#)

[Science of Teaching Reading Standards](#)

ESL STANDARDS: **Bold covered in the course**, and all + remaining will be continued & built upon in EDBE 3050

- a. **Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- b. **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.
- c. **Standard III.** The ESL teacher understands the process of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- d. **Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- e. **Standard V.** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
- f. **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.
- g. **Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Required Devices and Learning Platforms

Use of e-mail and **Canvas** are essential elements of this class.

Projects and assignments must be submitted electronically, and posted to the class **Canvas** website. E-mail through **Canvas** will be used to communicate with the instructor and other class members. A **Canvas** site has been established for this course; the site contains a copy of this syllabus, project guidelines, readings that are not in your textbook, and general course information. Announcements, updates, and new documents will be posted throughout the course. Students are expected to check **Canvas** regularly. **All students must post their weekly critical commentaries to Canvas by Sunday at midnight.**

Artificial Intelligence (AI) Tool Usage: Artificial Intelligence Policy

If use of Artificial Intelligence (AI) in work, an AI disclosure that include the following elements must be included:

- AI tool(s) used (e.g., ChatGPT, NotebookLM, Grammarly, etc.)

- Purpose of use (what the tool helped with—idea generation, summarizing, revising, etc.)
- Prompt(s) submitted to the AI tool
- AI-generated output
- Revisions or refinements made to the prompt and how feedback from the tool was applied
- Student reflection on how AI contributed to their thinking and learning

The following document from Monash University includes several examples

- [Acknowledging the use of generative artificial intelligence](#)

HOW TO SUCCEED IN THIS COURSE

Statement on Learning Success

Your success in this class is important to us. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. We also encourage you to reach out to the student resources available through UNT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Do your best to review the materials and resources for this course and participate in the online discussions, 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.

EXTRA CREDIT

You may receive extra credit for attendance at conferences/symposiums related to ESL or bilingual education. A certificate and reflection summary of what was learned (1-2 pages) will be required (ex. [TABLE](#) as a volunteer or participant. One way to volunteer is by joining UNT Bilingual/ESL Student Organization BESO)

SUMMARY OF COURSE ASSIGNMENTS

Students must submit all assignments and assessments through Canvas at or before the due date.

Assignments	Points	Due date
Attendance and Participation Weekly Participation Assignments in Modules	300	Ongoing

15 week * 20 points		
Assignment #1- Introduce Yourself (30 points + 20 points to respond to 2 classmates)	50	End of the first week
Assignment # 2 – Critical Commentaries	130	Ongoing (13 total, 10 points each)
Assignment # 3 – Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher	100	
Assignment # 4 – <u>Bilingual Homework Hotline</u>	100	10 hours total between
Midterm Exam	100	Week 8 Midpoint of the semester is Oct 9
Assignment # 5 –Presentation of Tutoring Reflection	100	
Assignment # 6– Analyzing Children’s Literature	100	
Final Exam	100	UNT Final Exam Schedule
TOTAL	1,080	

Grading Policies

Flexibility is built into the assignments to support your success in this course. We intend to work with you with support if you miss an assignment, but final grades are firm.

Assignments

Organization and planning are essential characteristics of professionalism that will help you meet the assignment due dates and will influence the quality of your work. Without approval, late submissions will receive partial credit. A student with an emergency situation preventing a timely submission should contact the course instructors immediately. The following assignments will be completed over the course of the semester:

1. Introduce Yourself (20 points + 30 points to respond to 3 classmates)

Purpose: [ISTE Standards: 2.1 Learner](#): Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to boost student learning.

[Submit your own submission + respond to at least 3 classmates](#)

2. Critical Commentaries

Purpose: Reinforce & learn materials aligned with ESL Supplemental Standards I, II, III, and VII

Approximately 1 paragraph per reading

Weekly CCs are designed to help you organize, synthesize, and connect course readings—to easily locate and identify reference materials for exams, writing assignments, and the final project- as well as for reference in future coursework. Critical commentaries **will be due on Sunday evenings.**

3. Interview with a Bilingual/Multilingual or Emergent Bilingual (ESL) Teacher

inspired by Wright (2019) & **in collaboration with EDEE 1010**

Purpose: [ESL Standard 2.3k](#): Research findings related to ESL education, including effective instructional & management practices in ESL programs

Interview a current teacher in a bilingual or ESL classroom. Some questions to ask (more will be on canvas & shared in class)

- a) What success have you found in strategies working with emergent bilingual students and why?
- b) What challenges do you face in the classroom, school, and district?
- c) What advice do you have for future teachers working in bilingual/multilingual classrooms?
- d) What model does your campus follow for bilingual students?

4. Bilingual Homework Hotline

Purpose:

[7.3K](#): ways in which community members & resources can positively affect student learning in the ESL program

[7.2s](#): use effective strategies to bridge gaps that may exist between the home and school environment

[7.5s](#): Access community resources to enhance the education of ESL students

In September 2020 UNT, TWU and Denton ISD's Dual Language/ESL department began a virtual collaboration called the Homework Hotline that brought together pre-service teachers (like you all) and emergent bilingual students in the district, which has provided opportunities for UNT/TWU students to help these students with homework and gain valuable experience in the (virtual) field. We have continued the collaboration because we have gotten great feedback from families, teachers, and the community at large. This experience will offer you opportunities to make sense of concepts from the course, while also becoming more adept at

working in virtual educational spaces.

Students are **required to dedicate 2 hours per week for a total of 10 hours** to the Homework Hotline Virtual Field Experience, which will begin on **September 14 to November 19**. There will be a **virtual orientation on September 19 @10 am and 4pm**; you only need to attend **ONE** that will provide specific details about logistics, documentation of experiences working with students/families, and testimonios of students who have participated in the Homework Hotline. Students will engage in reflective activities based on their own and their classmates' experiences with the Hotline and make connections to theoretical and practical perspectives in the course. More details will be shared in class. You will need to be cleared by Denton ISD in order to participate as a volunteer (tutor), so please start this process ASAP [Volunteer in DISD](#)
A BHH celebration will take place December 3 @1 pm

5. Presentation of Findings/Tutoring Reflection

All students will conduct a 10-minute presentation that will serve as a reflection of the tutoring experience. The presentation should lift up the innovative linguistic practices of the emergent bi/multilingual student(s), and participants in the course should use the space to reflect upon their perspective as a future educator or community member in relation to bi/multilingual learners.

6. Analyzing Children's Literature: all details and rubric found on Canvas>Assignments

In class: Student reflection questions

All students will review the English as a Second Language Standards to create one question, 1 per standard, and eight reflections of given question models that showcase their learning on Standards I, II, III, and IV. Students will use the table on [Google Docs](#) to

- connect questions with the ESL Standard,
- Share the specific class reading and page number that supported the student in writing the question and gaining answer
- Share a reflection of why they wrote the question and/or learned from writing the question

Late Work

There will be a three-day grace period for each assignment. You do not need to email to request an extension within those three days. Assignments submitted after the grace period will be penalized 10% per 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 post the grace period.** Please communicate with your instructor should you have specific concerns.

If you become sick, an excuse, such as a doctor's note, will be required before I accept an assignment. 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.

Detailed Daily Schedule

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible).

Week 1 Course Introduction & Overview	
<i>Read for Week:</i> • “Forgetting my first language” (Liao, 2021) • García, O. (2009). Emergent bilinguals and TESOL-What’s in a Name? Assignments Due: Introduce Yourself (30 points + 20 points to respond to 2 classmates)	Standards: ESL Standards 1.1s use knowledge of the nature of language & basic language concepts to facilitate student learning in the ESL classroom 2.1k the historical, theoretical, and policy foundations of ESL education; 2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs 2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity, characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. 2.5s demonstrate sensitivity to students’ diverse cultural and socioeconomic backgrounds and show respect for language differences

Week 2	Who are English Language Learners?
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	Standards:
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<i>Read for Week:</i> Course text • Wright (2019). Ch. 1 • Wright (2019) Extended Profiles, pg. 1-2 • <i>Critical Commentary #1</i>	ESL Standards 1.1s use knowledge of the nature of language & basic language concepts to facilitate student learning in the ESL classroom 2.1k the historical, theoretical, and policy foundations of ESL education; 2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs 2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; 2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences
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Week 3	How Linguists Study Language
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<i>Read for week:</i> Course text • Wright (2019). Ch. 2 • <i>Critical Commentary #2</i>	ESL Standards 1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon); 1.2k functions of language and registers of language (e.g., social versus academic language) in English; 1.3k the relationships among listening, speaking, reading, and writing; 1.4 k the structure of the English language and conventions of written and spoken English; and 1.5k patterns of written & oral discourse
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	1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;
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Week 4	Language Learning and Teaching
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<i>Read for Week:</i> • Wright (2019). Ch. 3 • <i>Critical Commentary #3</i> Assignments Due: Aim to begin tutoring assignments this week.	ESL Standards 3.1k theories, concepts, and research related to first-language (L1) development 3.2k theories, concepts, and research related to second-language (L2) development 3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2 3.4k the role of the linguistic environment and conversational support in second-language acquisition 3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties. 3.1s apply knowledge of theories, concepts, and research related to language learning to support students' language development in English 3.2s help students transfer language skills from L1 to L2 3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development; 3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.
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Read for Week:

- Wright (2019) Chapter 4
- *Critical Commentary #4*

In Module

- [California banned bilingual education for almost 20 years. It still hasn't recovered.](#)
- [Bilingualism is a strength Texas is failing to nurture for hundreds of thousands of students](#)

Film session will watch: Links also on Canvas

- [The Lemon Grove Incident: Roberto Alvarez v. The Board of Trustees of the Lemon Grove School District \(1931\)](#)

Assignments Due: Aim to begin tutoring assignments this week.

ESL Standards

2.1k the historical, theoretical, and policy foundations of ESL education;
2.2k types of ESL programs
2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs
2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.
2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;
2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences

Critical Commentary #5

- -Hakuta, K. (2011). Education language minority students and affirming their equal rights: Research and practical perspectives
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- **BONUS Reading:** Not required available through UNT libraries

ESL Standards

1.2k functions of language and registers of language (e.g., social versus academic language) in English;
2.1k the historical, theoretical, and policy foundations of ESL education;
2.2k types of ESL programs
2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs

-Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say <i>Film Session to Watch</i> • Stolen Education Assignments Due: Begin/Continue tutoring.	2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students. 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; 2.5s demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds and show respect for language differences
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Week 7	Loss of Family Languages
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<i>Critical Commentary #6</i> Readings on Canvas • Fillmore, L. W. (2000). Loss of family languages: Should educators be concerned? • Suárez-Orozco et al. (2008). Networks of relationships • Excerpt from <i>Tongue Tied: Indian Boy Love Song (#2)</i> (p. 55) Sherman Alexie • Excerpt from <i>Tongue Tied: Masks and Acculturation</i> (p. 32-33) Margaret Montoya=	Standards: ESL Standards 2.1k the historical, theoretical, and policy foundations of ESL education; 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;
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Week 8	The Standard Language Myth & Language Variation
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<i>Critical Commentary #7:</i> Readings on Canvas • Lippi-Green, R. (2012). <i>The standard language myth</i>	ESL Standards 1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);
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<i>Bonus Readings</i> 4. Delpit, L. (2002). "No kinda sense," In <i>The Skin We Speak</i> • Martínez, R. (2010). Spanglish as a literacy tool • Lippi-Green, R. (2012). The myth of non-accent <i>(Midterm)</i>	1.2k functions of language and registers of language (e.g., social versus academic language) in English; 1.3k the relationships among listening, speaking, reading, and writing; 1.4 k the structure of the English language and conventions of written and spoken English; and 1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom; 2.1k the historical, theoretical, and policy foundations of ESL education; 2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; 2.2s apply research findings to assist in planning and implementing effective ESL programs;
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Week 9	Instructional Models & Programs
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<i>Critical Commentary #8</i> <i>Read:</i> Wright (2019) Chapter 5	BE Standards 2.3k; 2.5k; 3.2k; 3.4k; 3.6k;3.7k; 3.1s;3.2s ESL Standards I, II, III, VII
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Week 10 Assessment of Language: Implications & Contradictions

<i>Critical Commentary #9</i> <i>Read</i> • Wright Chapter Six: Assessment • "What gets lost when English-only writing assessment is used to assess writing proficiency in Spanish-English emerging bilingual learners?" Escamilla, et al., 2018)	ESL Standards 1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency; 1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and
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Bonus Readings Rosa, J. and Flores, N. (2017). Do you hear what I hear?	2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy; 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 3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;
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Week 11	Listening & Speaking
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<i>Critical Commentary #10</i> Read Course text Wright (2019). Ch. 7	ESL Standards 1.1k the nature of language and basic concepts of language systems 1.2k functions of language and registers of language 1.3k the relationships among listening, speaking, reading, and writing; 1.4 k the structure of the English language and conventions of written and spoken English; and 1.5k patterns of written & oral discourse 1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and
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Week 12	Reading & Semantics, Phonology, Morphology & Syntax
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<i>Critical Commentary #11</i> Read: Readings on Canvas Wright (2019) Chapter 8	ESL Standards 1.1k the nature of language and basic concepts of language systems
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Revisit Wright (2019) Chapter 2 Bonus Readings Lippi-Green, R. (2012). The myth of non-accent	1.2k functions of language and registers of language 1.3k the relationships among listening, speaking, reading, and writing; 1.4 k the structure of the English language and conventions of written and spoken English; and 1.5k patterns of written & oral discourse 1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students' English language proficiency; and 3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties. 7.2k the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and 7.1s advocate for educational and social equity for ESL students; 7.3s communicate and collaborate effectively with students' parents/guardians;
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Week 13: Translanguaging, Effective Instruction, and Advocacy for English Language Learners

<i>Critical Commentary #12</i> <i>Read</i> - Wright (2019). Chapter 11 - Explore the Translanguaging Resources on the CUNY-NYS Initiative on Emergent Bilinguals (detailed information on Canvas) “Understanding translanguaging in US literacy classrooms” (Seltzer & de los Ríos, 2021)	ESL Standards 7.1k strategies for effective advocacy for ESL students; 7.2k the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and 7.3k ways in which community members and resources can positively affect student learning in the ESL program. 7.1s advocate for educational and social equity for ESL students;
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	7.2s the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; 7.3s communicate and collaborate effectively with students' parents/guardians;
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Week 14: Language Assessment (TELPAS)

<i>Read</i> TELPAS Educator Guide • The 6 Principles are the Foundation for Excellence in English Language teaching (TESOL)	ESL Standards I, II, III, VII
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Week 15 Module 15: Course Review & Family Involvement

<i>Read</i> • English as a Second Language Framework of Texas • -In-class reflection; Complete Course Instructor Survey (CIS) • -Student Reflection Questions	ESL Standards I, II, III, VII
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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)) (<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](#)

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 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.

Academic Freedom & Academic Responsibility

According to UNT Policy number 06.035, The University of North Texas (UNT) exists for the common good. The common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning.

Academic freedom carries with it special responsibilities correlative with rights. Faculty have the academic responsibility to subject their knowledge and postulates to rigorous review by peers who are experts in the relevant subject material, to have a firm foundation of their postulates in the most relevant and suitable available evidence, and to work with one another to provide the best education possible for our students.

Key Services at UNT

- EDBE 2050 Course Lead Dr. Rojas Williams melissa.williams@unt.edu
- UNT Dean of Students
- [Division of Student Affairs](#)
- Scholarships in COE
- COE Student Advising Office: <https://www.coe.unt.edu/student-advising-office> Office of the Registrar: <http://registrar.unt.edu/registration>
- Student Financial Aid and Scholarships: <http://financialaid.unt.edu/>

Food/Housing Insecurity. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this:

<https://deanofstudents.unt.edu/resources/food-pantry>

University Mental Health Services. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to call 940-565-2333 and/or refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>.

This syllabus may be modified by the instructor as needed.