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| Department of Curriculum & Instruction | *A-fullname-block-2color* |
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| ***EDUC 5310: Diverse Populations in Today’s Schools*** |  |
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***Instructor Information:***

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| **Instructor**: | Joohi Lee, Ph.D. | **Phone:** | (817) 272-2264 |
| **Office:** | 322C Science Hall | **Fax:** | (817) 272-2530 |
| **E-Mail:** | joohilee@uta.edu | **Mailbox:** | Box 19777 |
| **Teaching Assistants**  | If this course has Teaching Assistants (TAs), she/he will introduce themselves to the class via email and/or the web platform for the course.**This is an all online, distance education course offered on Blackboard (BB).****Instructors are available electronically.** |
| **Office Hrs:**  | Via Email |  |  |  |
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| Dr. Lee joined the Department of Curriculum and Instruction in the College of Education at the University of Texas at Arlington in August 2004. Her research interests include math education associated with demographic (ethnicity/race, gender) social and cultural factors. Dr. Lee’s publications appear in several representative journals in the field, including *Journal of Research in Childhood Education, Education and Urban Society, Child Indicators Research, Early Child Development and Care, Educational Research Quarterly, and ACEI’s professional Focus Quarterlies.*   |

***Course Information:***

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| **Course Title:**  | Diverse Populations in Today’s Schools |
| **Course Number:** | **EDUC 5310** |
| **Course Location and Time**:   | Blackboard (BB).  |

***Catalog Description:***

An overview of the diverse populations in today's schools. Urban, suburban, and rural school communities and populations will be addressed with special attention to issues of human growth and development, culture, ethnicity, exceptionality, gender, language, religion and socioeconomic status.

***Instructor’s Note:***

This course will examine theories and practices, as well as people, in today’s schools and society. It will examine the ideologies (discourses) at work in schools and society that (re)produce certain conditions of privilege and oppression. In particular, this course explores the connection between social justice and eco-justice. This course does not tell you how to teach or prescribe set practices. We will interrogate our knowledge and assumptions of teaching, learning, and difference. Specifically, we will theorize the treatment of difference in schooling in the United States and the relationship between difference and (in)equity. In this course, we also will think deeply about the kind of 21st century society we hope for and what kinds of educated students that we, as educators, want to help produce that will contribute to such a society. In other words, we must ask ourselves what is (or should be) the purpose of education and why do we (or should we) teach? Should we, as educators, play a role in producing a more socially and ecologically just and equitable society? How?

We live in a diverse, interconnected, and largely unequal world. This course is not only designed to help you prepare to teach students from all backgrounds, but also to help you prepare all students, from both heterogeneous and homogeneous schooling contexts, for a diverse, interconnected, and perhaps more equitable world. Some schools reflect global and national diversity and some do not. Some schools reflect the demographics of their community and others do not. In fact, despite the Brown V the Board of Education ruling that segregated schools are unconstitutional, many schools remain racially, ethnically, and economically segregated. White children often are not educated with African Americans and Latino/as. Poor children often are not educated with the wealthy. Moreover, students of different abilities often are not educated together, but tracked into so called “special ed,” “regular,” and “gifted” classes. Although, the inclusion of students with disabilities in so called “regular” classes, sometimes referred to as mainstreaming or full inclusion, has increased to varying degrees across the US since the passage of Education of All Handicapped Children Act of 1975 (Public Law 94-142), which called for children to be educated in the least restrictive environment. By diverse student populations, this course means students from all backgrounds, not just from certain racial and ethnic groups. This course proposes that we begin to think differently about difference and to do difference differently. For example, this course suggests that the categories that we use in education to name people are very limited. Think about who might “fit” into the category of Asian American. Students might have a relationship to Japan, the Philippines, Hawaii, Korea and so on. While they might not share language, cultural customs, nationality, or history, they are grouped together. Equally problematic, students who have a Middle Eastern background often are not adequately identified in school demographic data, however different the school’s culture may be from the “home” culture, religion, language, etc. of these students, who also are not a homogenous group. Moreover, diversity includes heterogeneous groups that are/have been traditionally privileged in schooling and are/have been considered “mainstream,” such as Whites, Males, heterosexuals, Protestants, and the Middle-class, who sometimes do not include themselves when talking about multicultural society and/or who often are not adequately discussed in multicultural literature. Similarly, while race is commonly discussed in “diversity courses,” the harassment of students based on gender and sexuality, particularly harassment of students who do not “fit” mainstream ideas of m/f gender or sexual orientation often is not adequately covered. Harassment of these students is pervasive and also often ignored by teachers and administrators. Not only will this class examine student populations, it will look at the teacher population as part of the diverse population of today’s schools. Since nationally roughly 80%+ of teachers are white, middle class females, teachers’ background and experiences can be quite different from those of the students. In this course, we will analyze how our own background and experiences, including our own schooling, shapes our attitudes, knowledge, values, beliefs, and skills.

While there are many benefits to the online course environment (e.g., working in your pajamas, if you choose), there also are limitations. In particular, flexibility is compromised; the course is usually set-up at least a semester before it is taught; it is difficult to make substantive changes once the course is underway; and assignments must be submitted in a very specific way. While the course is rigid in these ways, the course tries to remain student-centered (e.g. through peer dialogue, the autobio essay, self-assessments, and some choices). Please read the entire syllabus. It is your roadmap to the course. In all classes, I try to distribute the work as evenly as possible, but coherence of the content also is a priority. Please review the entire course (especially the reading and assignments) so you can plan to complete work on-time, given your own schedules. For example, if you know that you will have less time one week that includes a heavy load of reading, you may want to read ahead. Please also plan your field work /activities into your schedules at the beginning of the semester. For more information about the expectations for this course and graduate school, please read the course welcome and orientation and the supplementary materials on BB. Students are held accountable for the information in the syllabus and on BB.

This course has been redeveloped and new reading materials have been adopted. If you find any inconsistencies, errors, or type-os in the syllabus or on BB, please let me know about the problem by posting it to revisions on the Discussion board in BB. I also would appreciate feedback about the course (what worked for you and what didn’t) so I can continue to revise the course to meet student needs. Be sure to take the surveys at the end of the semester. Thanks!

***Course Prerequisites:*** None.

**Course Materials, Objectives, and Format:**

***Textbook(s) and Materials:***

* All of the required reading materials are available on-line.
* **TK20 Online Portfolio:** UTA College of Education requires that students have an online portfolio for our programs. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Save your work from your classes so you can submit work samples when the system becomes available. More information about TK20 is available at: <http://www.uta.edu/coehp/tk20/>
* **APA 5th or 6th edition Publication Manual** (find in library, writing center, or buy your own copy). While not a replacement for the complete manual, a helpful website for APA is at the following link: <http://owl.english.purdue.edu/handouts/research/r_apa.html>. In text citations and reference list must follow APA style.
* **Your official program standards and competencies:**
	+ In this course, you will be asked to become familiar with NCATE, TEKS, and TExES standards for your program area, as well as the SPA for your program area. You are responsible for locating the information that pertains to you on the following online materials/sites. If by some chance you are in this class but not seeking certification, you still need to select an area/level or corresponding standards that you will use for this class:
		- * Texas Essential Knowledge and Skills (TEKS) are TX state standards for P-12 students. Find your subject/level at this link <http://www.tea.state.tx.us/index2.aspx?id=6148>
			* Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) are the standards for teachers/teacher-candidates. <http://www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp>
			* National Council for Accreditation of Teacher Education (NCATE) accredits teacher preparation units, such as the degrees/certifications offered at the College of Education at UTA. NCATE develops guidelines for the Unit’s standards. NCATE and a program area’s professional organization (SPA), such as National Council for the Social Studies (NCSS at [http://www.socialstudies.org](http://www.socialstudies.org/), develop standards for degree/certification in each program area. Most program areas have their own SPA. Find your program/level NCATE standards and SPA at this link <http://www.ncate.org> (search under standards)
			* State Board for Educator Certification: <http://www.sbec.state.tx.us/SBECOnline/default.asp>
* **Web and other resources** as indicated in the syllabus and on BB.
	+ Please note that we make an effort to keep links updated but websites often add, remove, and change information and links so it’s an ongoing challenge. If a link does not work, try searching around for the item on the main website or on the web in general and please let instructors know so we can revise links and resolve issues.
* **Orientation/training for online courses:**
	+ The UTA BB site is a place to start: <http://www.uta.edu/blackboard/> Other online materials are available. You can use Google or another web browser to search for Blackboard training and help. You also can search for training and help on the UTA website. If this is your first online course or you are unfamiliar with the BB (and you live close enough to the UTA campus), you may want to take advantage of on campus training. Contact the helpdesk or the library to inquire about trainings. Remember that course instructors do not provide technical assistance; yet, we realize that often the best condition for learning is a low anxiety, high support environment. These sources for orientation and training will offer you support. Being able to use the technology (navigate the course platform) with some fluidity likely will result in less anxiety. Please check out the resources on our BB course page.
* **Recommended (not required) Readings:**
	+ *Teaching Tolerance* magazine and project of The Southern Poverty Law Center at <http://www.tolerance.org/teach/magazine/index.jsp>
	+ Publications available from Rethinking Schools <http://www.rethinkingschools.org/index.shtml>
	+ Oakes, J., & Lipton, M. (2006 or 2007). 3rd edition.Teaching to change the world. Boston: McGraw Hill.
	+ Bartolome, L. (2008). Introduction: Beyond the fog of ideology. In Bartolome (Ed.) *Ideologies in education: Unmasking the trap of teacher neutrality*. NY: Peter Lang Press.
* Henrion, Claudia. (1997). *Women in mathematics: The addition of difference*. Bloomington, IN: Bloomington Indiana University Press.
* Moses, Robert Parris & Cobb, Charles E. (2002). *Radical equations: Math literacy and civil rights.* Boston: Beacon Press.
* Oakes, J. (1990). *Lost talent: The underparticipation of women, minorities, and disabled persons in science.* Santa Monica: The Rand Corporation.
	+ - * Free download at <http://www.rand.org/pubs/reports/2007/R3774.pdf>
* Roughgarden, J. (2004). *Evolution's rainbow: Diversity, gender, and sexuality in nature and people.* Berkeley: Berkeley University of California Press.
	+ - * Available as a NetBook via UTA library.
* Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring.* New York: State University of New York Press.
	+ - * Available as a Netbook via UTA library

**Course Learning Goals/Objectives:**

Candidates will:

1. Demonstrate knowledge of the diversity present in the community, school, and nation, noting demographic shifts in local school in particular;

2. Increase their awareness and appreciation of the diversity in society with a particular emphasis on diversity of students, classrooms, and school environments;

3. Study the research on racism and analyze specific issues of racism in schools/classrooms;

4. Study the research on ethnicity/culture and analyze specific issues of ethnicity/culture in school/classrooms;

5. Profile their assigned classroom/school assignment noting issues related to differences in ethnicity/culture;

6. Study the research on sexism and gender bias and analyze specific issues of sexism and gender bias in schools/classrooms;

7. Profile their assigned classroom/school assignments noting issues related to differences and bias in terms of differences verses mainstream norms;

8. Study the research on age differences and ageism and analyze specific issues of age difference and ageism;

9. Profile their assigned classroom/school assignment noting issues related to differences in terms of age and ability levels;

10. Study the research on language diversity in U.S. schools and analyze specific issues of bias related to language in schools/classrooms;

11. Profile their assigned classroom/school assignments noting issues related to language diversity;

12. Study the research on socioeconomic status (SES) and analyze specific issues of bias related to SES;

13. Profile their assigned classroom/school assignments noting issues related to socioeconomic diversity;

14. Study the research on disability and analyze specific issues of bias related to disability in schools/classrooms;

15. Profile their assigned classroom/school assignments noting issues related to differences in terms of disabilities and ability levels;

16. Study the research on religion and analyze specific issues of bias related to religion in classrooms and schools;

17. Profile their assigned classroom/school assignments noting issues related to differences in terms of religion;

18. Become personally involved with diversity from the perspective of a classroom teacher through immersion into a school environment and work with diverse student populations;

19. Identify terms and concepts related to diversity in educational settings;

20. Analyze textbooks, tradebooks, and curricular materials in terms of issues of racism, ageism, sexism, and bias related to socioeconomic status, culture and language differences, disability, and religion;

21. Analyze assessment tools (i.e., informal means such as observation checklists and formal means such as standardized tests) in terms of issues of racism, ageism, sexism, and bias related to socioeconomic status, culture and language differences, disability, and religion;

22. Demonstrate knowledge of issues and trends in curriculum and instruction related to the accommodation and modification of environment and instruction for diverse populations in school settings;

23. Become aware of the specific legal issues and school responsibilities in relation to language diversity (bilingual education and English as a second language) and instructional responsibility in relation to special language needs of students;

24. Discuss dialect differences (i.e., black vernacular English) in the classroom and determine how to best meet the needs of students whose dialect varies from accepted ("standard") English;

25. Identify nonverbal communication behaviors that might vary across different language/cultural groups and discuss how these can lead to communication difficulties in the classroom;

26. Become aware of the specific legal issues in relation to differing ability levels and exceptional populations (gifted and talented, learning disabled, speech/vision/hearing impaired, physical/emotional disability) in schools and teacher responsibility in relation to inclusion and exceptional populations;

27. Become aware of the specific legal issues in relation to gender issues (i.e., title ix) in the schools and teacher responsibility in relation to gender differences;

28. Become aware of the specific legal issues in relation to religion in the schools (school prayer, tuition tax credits, censorship) and teacher responsibility in relation to religious differences;

29. Study the research on tracking and ability grouping and develop a professional position in regard to grouping of students in classrooms and be able to discuss and defend your position with school administrators;

30. Demonstrate the ability to modify instruction to meet the needs of diverse populations in heterogeneous classrooms;

31. Demonstrate the ability to modify assessment and curricular materials to meet the needs of diverse populations from the learning disabled to gifted and talented students.

**Overview of Course Requirements:**

***Session Format:***

Please note that each session follows a similar format, as listed below.

1. **Readings**
2. **Reading quiz**
3. **Discussion and Dialogue with peers**
	* Post a draft of your assignment on the discussion board and discuss it with peers
	* Respond to prompts/topics and dialogue with peers.
	* Reply to the peers who respond to your work.
4. **Session Assignment**

**READINGS, ASSIGNMENT DETAILS, AND DUE DATES ARE LISTED ON BB**

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| Session 1 Reflection, Discussion | 20 points; 20% |
| Session 2 Reading quiz, Discussion | 20 points; 20% |
| Session 3 Reading quiz, Discussion | 20 points; 20% |
| Session 4 Reading quiz, Autobios, Discussion  | 20 points; 20% |
| Session 5 Promotion video, Reading quiz, Discussion | 20 points; 20% |

**ASSIGNMENTS:** Please note that session assignments must be submitted to on BB by the DUE DATE to be considered on time. **Work will NOT be accepted via email or assessed directly from the discussion board (except peer dialogue as indicated on BB).** Work must be posted to ASSIGNMENTS and/or completed on BB to be connected to the web platform for the course gradebook. It is your responsibility to make sure that your work is uploaded correctly and can be read by instructors. Be sure to upload complete and final versions of your work per the instructions; be sure to upload the correct file; double-check your work; be careful not to upload the wrong/draft version of your work; do not wait until the last minute. Once the window for the assignment closes, you may not be able to make changes. The settings for assignment submissions on BB are set according to central time on the specified dates for each assignment. I am stating this posting information at nauseam so there will be no surprises. The system is very rigid. It either will not take your post or it will mark it late. If you have problems uploading your work, immediately contact the helpdesk@uta.edu. If your upload is successful, the system will let you know, but it will not tell you if we can open it. UTA is now supporting Microsoft Word 2007 for faculty, so I have upgraded to that version. I should be able to read your work in whatever version you are using. The TA and peers could be running an earlier version (2003), but should be able to read 2007 docs if you save them as compatible. To save the doc in a different format, open your document and click on “save as.” A new window (box) will open; underneath the title bar is a bar that has a pull down menu. Click on the arrow to show the menu. Select the format that you want and save it. Then, upload this document. MAC users, you may need to save your documents as Word 2003/7. If you use Word Perfect or some other program, purchase Word from the campus bookstore at a reduced price. (Please contact the UTA Bookstore for inquires about licensed software products, 817-272-2785). Once your assignment is submitted, you will see it listed under “files.” Double-check that the file extension is either “.doc” or “.docx” if it is anything other than this, we may not be able to open it. I can open “.docx” but some peers or TAs may have problems, depending on their version of Word. If you do not understand the above information, then you need to contact the Help Desk and have them walk you through the process to make sure your docs will be readable. Do not wait until the last minute; work out submission technical issues ahead of time. Turn-in policies still apply.

**Policy Agreement and Heading**

* 1. **Heading for ALL Work Submitted:** For all assignments, it is CRUCIAL that you place a heading and agreement statement on all of your submitted work. Include the following in the heading:
* **Name**
* **Course(s) enrolled in**
* **Program** such as (1) M.Ed. with Literacy Emphasis, (2) M.Ed. Open Option, (3) M.Ed.T., (4) Certification only, (5) Special student, not in Education
* **Seeking Certification(s)** (if applicable, list all that apply) e.g., (1) Reading Specialist, (2) MRT, (3) ESL, (4) Secondary Math (or other teaching field), (5) Mid Level English Language Arts, (6) All Level Art, (7) not seeking any certification)
* **National Standards** for my certification (e.g., IRA for Reading Specialist, NCTM for Math, etc.)
* **State Competencies** for my certification (e.g., TExES Mathematics 8-12 and TExES PPR 8-12)
* **Email address**
* **Website** **link**: Include a link to your website if you have one.
	1. **Policy Agreement Statement:** Along with your heading, include this agreement statement on all work submitted. Be sure to read the syllabus supplement and dispositions on BB.
		1. I have read the course syllabus/schedule, the supplemental material on Blackboard, and policies of The University of Texas at Arlington, College of Education, Field Experience Office, and Department of Curriculum & Instruction. I agree to follow all of these policies, professional dispositions, and procedures as stated.

**Name and Date:**

* 1. **Example of Policy Agreement and Heading**:

Jose Lopez

LIST 5345

M.Ed., Literacy Emphasis

Reading Specialist, ESL

TESOL

TExES ESL

Mary.Smith@uta.edu; Marysmith@gmail.com

Website link: [www.marysmith.com](http://www.marysmith.com)

POLICIES AGREEMENT STATEMENT: 1. I have read the course syllabus/schedule, the supplemental material on Blackboard, and/or policies of The University of Texas at Arlington, College of Education, Field Experience Office, and Department of Curriculum & Instruction. I agree to follow all of these policies and procedures as stated.

**Name and Date: Jose Lopez, January 15, 200?**

**Certification Areas & Standards/Certifications**:

Refer to the following chart or contact your advisor, if you need help determining your program’s standards Certification Areas & Standards/Certifications. Please do not email me to ask what your heading is; I do not have this information, which is why I am requesting it from you. If you are not seeking certification, state this in your heading. Please also indicate an area/level that you will use for any assignments that require this information. For this class, **even if you are not seeking certification, you will need to select standards for an area of interest** (Secondary Math; English; Social Studies, etc.) for this class. Please state in your headings on all future assignments that you are not seeking certification but that you will be working with \_\_\_\_\_ standards for this class. You will need to be familiar with, and work with, the state standards for educators (TEKS) and for students (TAKS), as well as national standards that come from your areas SPA (e.g., for English the SPA is NCTE; you can find the national standards on the links above, under textbooks/materials in the syllabus). Even if you are not seeking certification, having exposure to standards is certainly relevant for anyone in our program, if not our society which is more and more driven by accountability.

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| **PROGRAM NAME** | **NATIONAL STANDARDS FROM NCATE PARTNERS** | **STATE CONTENT COMPETENCIES** | **STATE PEDAGOGY COMPETENCIES** |
| Middle Level (Grades 4-8) Certification | NMSA, National Middle School Association + content standards noted below | See TExES content exams below | TExES, PPR 4-8  |
| Middle Level Generalist Certification | NMSA, National Middle School Association  | TExES, Generalist 4-8 | TExES, PPR 4-8  |
| Middle LevelMath Certification | NCTM, National Council of Teachers of Mathematics | TExES, Math, 4-8 | TExES, PPR 4-8  |
| Middle LevelScience Certification | NSTA, National Science Teachers Association | TExES, Science, 4-8 | TExES, PPR 4-8  |
| Middle LevelEnglish Language Arts / Reading Certification | NCTE, National Council of Teachers of English  | TExES, English Language Arts/Reading, 4-8 | TExES, PPR 4-8  |
| Middle Level Social Studies Certification | NCSS, National Council of Social Studies | TExES, Social Studies, 4-8 | TExES, PPR 4-8  |
| Secondary English/Language Arts Certification | NCTE, National Council of Teachers of English  | TExES, English Language Arts/Reading, 8-12 | TExES, PPR 8-12  |
| Secondary French Certification | ACTFL, American Council of Teachers of Foreign Language | ExCET, French, 7-12 | TExES, PPR 8-12  |
| Secondary German Certification | ACTFL, American Council of Teachers of Foreign Language | ExCET, German, 7-12 | TExES, PPR 8-12  |
| Secondary History Certification | NCSS, National Council of Social Studies | TExES, History, 8-12 | TExES, PPR 8-12  |
| Secondary Journalism Certification | No national standards | TExES, Journalism, 8-12 | TExES, PPR 8-12  |
| Secondary Life Science Certification | NSTA, National Science Teachers Association | TExES, Life Science, 8-12 | TExES, PPR 8-12  |
| Secondary Math Certification | NCTM, National Council of Teachers of Mathematics | TExES, Math, 8-12 | TExES, PPR 8-12  |
| Secondary Physical Science Certification | NSTA, National Science Teachers Association | TExES, Physical Science, 8-12 | TExES, PPR 8-12  |
| Secondary Science Certification | NSTA, National Science Teachers Association | TExES, Science, 8-12 | TExES, PPR 8-12  |
| Secondary Spanish Certification | ACTFL, American Council of Teachers of Foreign Language | ExCET, Spanish, 7-12 | TExES, PPR 8-12  |
| Secondary Speech Certification | No national standards | TExES, Speech, 8-12 | TExES, PPR 8-12  |
| All Level Theater Arts Certification | No national standards | TExES, Theater Arts, EC-12 | TExES, EC-12 |
| All Level Art Certification | No national standards | TExES, Art, EC-12 | TExES, PPR, EC-12 |
| All Level Music Certification | No national standards | TExES, Music, EC-12 | TExES, PPR, EC-12 |
| All Level Physical Education  | AAPHERD | TExES, Physical Education, EC-12 | TExES, PPR, EC-12 |
| English as a Second Language | TESOL, Teaches of English to Speakers of Other Languages | TExES, ESL, EC-12 | N/A |
| Reading Specialist | IRA, International Reading Association | TExES, Reading Specialist, EC-12 | N/A |
| Master Reading Teacher | No national standards | TexMAT, Master Reading Teacher, EC-12 | N/A |

**Grading Scale:**

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| 90 - 100% | A |
| 80 - 89% | B |
| 70 - 79% | C |
| 60 - 69% | D |
| 0 - 59% | F |

* There are 100 points in the course; each is a percentage point. At the end of the semester, final grades will be based on the above scale, as well as the instructor’s expert judgment of how the student met stated course goals and objectives. The instructor’s evaluation takes into consideration numerous factors, some of which include: comparison with other students in the course (and previous courses); expectations based on the instructor’s experience and training as an educator; and the quality of work related to course objectives. Please note that a grade of “A” is earned when all work is on time, complete, and of excellent quality (for more information, see the syllabus supplement on BB). All rubrics reflect the NCATE format of “target,” “acceptable,” and “needs improvement.” “A” work is “target” work. Refer to the rubrics for feedback.
* You can access your grades by going to the BB grade book. You can find our comments by returning to where you submitted your work. While we are grading assignments, you may not have access to those assignments AND their columns may be removed from the grade book. When we are finished grading the work, we will make the grades available for students to view. Our goal is to respond to your assignments as soon as possible. Although not our goal, our assessment may (in rare occasions) come after another assignment is due; due dates still apply. Take the individual feedback you receive from peers on the discussion board into consideration. Instructors provide group and individual feedback.

**Important**

* **This syllabus includes information in the Syllabus Supplement on BB; be sure to read it, too.**
* **The syllabus is subject to change per needs as determined by the instructor.**
* **Students are responsible for keeping up-to-date with information in the course.**
* **The instructor will communicate via BB (announcements, posts, etc.) and UTA email.**