UTD UTeach PBI Course Syllabus

NATS 4341

Fall 2015

CONTACT INFORMATION

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Other Information	Walk-ins are fine, but uncertain due to field supervision. Call or email ahead is recommended.	Other information	Walk-ins are fine, but uncertain due to field supervision. Call or email ahead is recommended.
Matt Varvir (TA)	**mlv130130@utdallas.edu**		
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Course website: www.uteachdallaspbi.weebly.com

PREREQUISITES

Knowing and Learning, Successful completion of Preliminary Portfolio in CI

Additional Requirements: Students must use a word processor, e-mail and have access to a web browser. If these requirements cannot be fulfilled, please see instructor.

COURSE RATIONALE

Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Students learn fundamental science and mathematical concepts and principles that they apply to their daily lives. Project-based instruction promotes equitable and diverse participation and engages students in learning.

COURSE DESCRIPTION

PBI has three essential components:

- Theory-driven perspective: Students learn about how people learn and how project-based instruction may be among our most informed classroom learning environments for bridging the gap between theory and practice.
- Instructional Development: Technological and pedagogical content knowledge are developed as UTeach students work toward the design of project-based units. Competency is continually built as students read about and discuss the principles of PBI; reflect on observations of project-based learning environments in high school settings; and incorporate what they are learning into the design of problem-based lessons and ultimately, an entire project-based unit.
- Field Experience: An intensive field component includes observation of well-implemented project-based instruction in local schools as well as implementation of problem-based lessons with area high school students.

PERSPECTIVE

A major hurdle in implementing project-based curricula is that they require simultaneous changes in curriculum, instruction and assessment practices – changes that are often foreign to students, as well as practicing teachers. In this course we will develop an approach to designing, implementing and evaluating problem- and project-based curricula and processes for PBI curriculum development that has emerged from collaboration with teachers and researchers. Previous research has identified four common design principles that appear to be especially important: (1) Defining learning appropriate goals that lead to deep understanding; (2) Providing scaffolds such as beginning with problem-based learning activities before completing a project; using “embedded teaching”, “teaching tools” and a set of “contrasting cases”; (3) Including multiple opportunities for formative self assessment; (4) Developing social structures that promote participation and revision. We will first discuss these principles individually and then compare them to other design principles suggested by other groups involved with project-based instruction.

REQUIRED COURSE MATERIALS

Text Books:

BIE.(2003). *Project based learning handbook: A guide to standards-focused project based learning for middle and high school teachers* (2nd ed.). Oakland, CA: Wilsted & Taylor. ISBN-0-9740343-0-4. **Available for check-out through UTeach Dallas.** May be purchased at Bookstore or online at http://www.bie.org/index.php/site/PBL/pbl_handbook/

Krajcik, J. S., & Czerniak, C. M. (2007).*Teaching science in elementary and middle school: A project-based approach,* (3rd ed.). New York: Routledge. ISBN-978-0415534055. **Available for check-out through UTeach Dallas.**

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning: A proven approach to rigorous classroom instruction*. Alexandria, VA: ASCD. ISBN-978-1-4166-2033-4. **Available for check-out through UTeach Dallas.**

Other:

Additional reading selections pertinent to projects or discussions during the course may be provided on eLearning and/or the course website.

COURSE OBJECTIVES AND EVIDENCE OF STUDENT LEARNING AND ENGAGEMENT

Students will	Evidence:
Discuss and critique the merits of project-based instruction in terms of student's cognitive development, equity and motivation.	• In-class and online discussions • A project-based unit that includes a rationale and objectives • A grant proposal to implement a project-based unit that includes a rationale and potential impact
Reflect on applications of educational theory as it relates to classroom practice in the area of project-based instruction.	• In-class and online discussions • A grant proposal to implement a project-based unit that includes a rationale and potential impact
Distinguish between project-based instruction and other instructional approaches and decide which approach best fits instructional goals based on the benefits and limitations of each.	• In-class and online discussions • A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches.
Evaluate the usefulness of technology in achieving learning objectives and select appropriate resources for student use based on the relationship of salient features of the technology to learning objectives.	• An annotated list of relevant resources and technological tools for a project-based unit • Classroom presentation utilizing technology tools
Use inquiry methods with secondary students in a problem-based setting.	• A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches. • Feedback from mentor teachers as evidence of UTeach students leading problem-based activities in a field setting
Describe examples of project-based instruction in math or science and analyze those examples in terms of several well-studied, field-tested models for PBI.	• In-class and online discussions • Field observations of project-based classrooms
Demonstrate skill in setting up and managing wet lab project-based environments.	• Evidence of UTeach students setting up and managing wet lab project-based environment in the field

Students will	Evidence:
Use PBL design principles to develop an interdisciplinary, three to four-week project-based unit for secondary math and/or science courses.	• A project-based unit including an anchor video, entry document, calendar, rationale, objectives, theoretical basis for the project, concept map, benchmark lessons, investigations, alternative assessments, strategies for differentiating instruction for students with special needs, related resources and technology tools.
Develop alternative assessments appropriate for project-based instruction.	• Problem-based lessons that include alternative assessments • A project-based unit that includes alternative assessments
Discuss lab safety and liability issues related to project based instruction and wet-lab or field environments (Occupational Safety and Health Administration (OSHA) regulations, how to read materials safety data sheets, safe disposal of chemicals, etc.)	• Participation in class discussion on safety and liability issues • A project-based unit that includes safety precautions
Use relevant technology to develop projects (e.g., concept mapping software, video editing software, etc.).	• Technology-based or developed project elements
Integrate relevant technology into curricular units (e.g., Internet, simulations, data analysis packages, modeling software, etc.).	• A project-based unit that includes lessons that integrate the use of technology
Plan instruction that promotes equitable and diverse participation so that all students have an opportunity to learn.	• A project-based unit that includes lesson plans documenting modifications for special populations
Engage in global partnerships and collaborations in order to practice digital and global citizenship and to foster global competence, awareness, and appreciation that can be transferred to future classrooms.	• Partnerships and collaborations through online discussions and projects with international contacts
Development of 21st century/professionalism skills	• A project-based unit that includes design, instruction, and assessment of K-12 student 21st century skills

STUDY TRIP COMPONENT: FIELD-BASED TEACHING EXPERIENCES

Students will be provided with opportunities for working in classrooms teaching a problem-based lesson that could be used to introduce a project-based instructional unit. A total of 11 hours field-based hours are required (breakdown listed below). Kate York is coordinating these field experiences.

Observations. Each UTD UTeach student is required to spend 8 hours observing secondary school classes that are structured around the project-based method of teaching. They are to record their observations and answer specific focus questions, and then submit a reflection document via eLearning. The information gathered in these observations is also used to inform the class discussions of the peer-reviewed literature on project-based instruction. There is a form posted to the course web site that must be signed by the classroom teacher to verify their presence during these observations. Students will be provided with classroom teacher contact information and schedules to better plan these observations.

****Please note that an optional PBI Field Trip has been scheduled for the class on Thursday, September 17, from 9:00-11:00 a.m. at Coppell New Tech High School; those students attending this field trip will earn two (2) hours of observation.***

Please note that an optional What to Expect?: Advice from Current ATs session has been scheduled for Wednesday, November 4, from 5:00-6:00 p.m. This session will provide practical advice from ATs currently "in the field" about what to expect during your student teaching experience.

Classroom Teaching. Each UTD UTeach student is required to spend 3 hours in instructional delivery in a secondary school classroom that is structured around the project-based method of teaching. They are to record their reflections of their experience, answer specific focus questions, and then submit the reflection document via eLearning. The information gathered in this reflection is also used to inform the class discussions of the peer-reviewed literature on project-based instruction. There is a form posted to the course web site that must be signed by the classroom teacher to verify their presence during these observations. Students will be provided with classroom teacher contact information and schedules to better plan the instructional delivery.

GLOBAL EXPERIENCES COMPONENT

Global Collaboration/Digital Citizenship:
In the global society in which we now live, providing students with opportunities to practice digital and global citizenship and to foster global competence, awareness, and appreciation is an important learning outcome. As such, students in this class will engage in global partnerships and collaborations in order to help practice and develop skills that can be transferred into and applied in classrooms and instructional design with their future students. Project-based instruction provides an ideal platform for infusing classroom global experiences on multiple levels, and allows students additional opportunities to engage in and develop critical 21st century skills. These activities will be embedded in the course projects and discussions (see eLearning and the course website).

ASSIGNMENTS

PROJECT #1: INTRODUCTION TO PBI IMMERSION PROJECT
This is an introduction to PBI through immersion. Students will engage in and a complete a small PBI lesson as a way of learning the components and processes of PBI. This project ***will*** contain a global collaboration piece. Project details will be posted in eLearning and/or on the class website.

PROJECT #2: 3-DAY PBI FIELD-BASED LESSON DESIGN
UTD UTeach students prepare a PBI lesson in assigned teams (3 class periods in length) to be taught in the secondary class of their assigned mentor teacher. The unit will be prepared to meet curricular objectives and state and national standards for the class of their assigned mentor teacher and will be instructed over three consecutive days (or other time frame mutually agreed upon by the mentor teacher, course instructor, and students). The unit will include components as described in the project details and will be assessed using a rubric (see eLearning and/or the class website). There is ***no*** global collaboration component for this project.

PROJECT #3: 2-WEEK PBI UNIT DESIGN
Each UTD UTeach student will prepare a PBI unit (2 weeks in length) to be taught in the secondary class of their choice. It is recommended that the unit be prepared to meet curricular objectives and state and national standards for some portion of the time the student anticipates working in Apprentice Teaching. Additionally, students will practice engaging in the grant-writing process as way to secure additional funds for their project. The unit will include components as described on a separate handout entitled "Final Project Checklist" and will be assessed using a rubric (see eLearning and/or the class website). This project ***may*** contain a global collaboration piece, which will be included in the project details on eLearning and/or the class website.

DISCUSSIONS

Online Discussions over Reading Assignments: Students will participate in weekly reading assignments with questions posted on eLearning's online discussion board. Students will read the assigned selections and respond to prompts. These will take place prior to class sessions and will serve as a launching point for the student-led in class discussions each week.

In Class Discussions: Students lead in-class discussions that will tie together theory from the reading material with their field experiences. Students will sign up in pairs for a turn as a discussion leader for small group discussions of the peer reviewed literature assigned. The roles and responsibilities of the discussion leaders are to:

a) Read all class discussion posts PRIOR to the in-class session and be prepared to summarize the class responses on the discussion board to the focus questions provided by the instructor; and
b) Prepare a thirty (30) minute max forum on the topic:
    1. Leader will use a research-based learning activity, for the purpose of extending and deepening student thinking about the assigned readings and how they compare to their observations in project-based classrooms. An example might be a round robin discussion format, a role play applying principles learned in the readings, or an interactive formative assessment probe over the reading.
    2. Leader must have the participants discuss APPLYING the concepts presented in the material, not just rehashing the topics that they have read.

Global Partnership Discussions: For up to nine weeks during the course, students will engage in primarily asynchronous dialogue with other educators across the globe. The main goal of this collaboration is to increase appreciation for varying instructional pedagogical models, establish global connections in education, and increase cultural awareness and appreciation. Each week will have a topic and discussion question(s) that will be common to all participants. Students will be required to either as a group or individually submit a post (comment) to the global partnership collaboration space. Students will be required to either as a group or individually respond to a minimum of two (2) posts from the educators in the other participating country. Additional brief reading or video selections may be assigned to students during the week in order to facilitate this collaboration. Please see eLearning or the course website for global partnership discussions specifics.

21ST CENTURY/ PROFESSIONALISM SKILLS

A central part of Project-Based Instruction is the development of 21st century/professionalism skills, including, but not limited to:

- Technological literacy
- Creative and Critical Thinking

- Leadership, Communication and Collaboration
- Self-Monitoring and Self-Direction
- Professional Ethics and Accountability

In addition to learning about these skills and including them in the design of the activities and assignments in the course, it is important the students be able to practice these skills and grow professionally in their own development of these skills. Therefore, these skills will be assessed formatively in this course periodically throughout the semester, and will include self-evaluations, peer evaluations, and instructor evaluations. Feedback will be provided, along with coaching for growth. Additionally, students will be assessed summatively by the instructional team at the end of the semester. A rubric for these skills will be provided in eLearning. If you have any questions regarding the formative/summative evaluations and the points associated with them for the course, contact a member of the instructional team.

As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.

PORTFOLIO_____

Your portfolio is a culminating project for the UTeach Dallas Certification Program. It demonstrates what you have learned through your teaching and learning experiences and how you have developed into a teacher ready for certification in the state of Texas.

The portfolio is divided into seven sections. For section 1, you will provide information about your teaching philosophy and academic work, along with samples of professional documents such as a cover letter and resume. Sections 2-7 are comprised of large categories, such as Professional Responsibilities, Subject Matter Knowledge, Equity and Individualized Learning, etc., that are divided into subsections. For sections 2-7, you will provide tangible evidence that you meet these proficiencies.

Some sections require specific evidence, so read all directions carefully. These directions are provided in eLearning. In general, evidence consists of lesson plans, samples of student work, letters and forms sent to parents and family, results of field observations, essays, exams, quizzes, and other coursework, both UTeach classes and classes in the content area (mathematics, chemistry, etc.). The expectation is that your portfolio will exhibit evidence from all of your UTeach classes and will come from diverse and multiple sources.

The entire portfolio creation is to be created during the PBI semester, and is a prerequisite for Apprentice Teaching; however only the following 3 portfolio components will be assessed during this course. Students must earn a 2 or better on the rubric for each portfolio piece. Portfolio components required for PBI:

- Section 6, Part 1 (Student Engagement)
- Section 6, Part 2 (Questioning and Assessment Techniques)
- Section 6, Part 3 (Technology)

All other components of the portfolio created during this semester will be evaluated by course instructors with Apprentice Teaching.

ALL PORTFOLIO ITEMS FOR THIS COURSE, WHICH ARE LISTED IN THE PORTFOLIO REQUIREMENTS DOCUMENT IN ELEARNING, ARE REQUIRED TO BE SATISFACTORILY COMPLETED IN ORDER TO COMPLETE THE COURSE.

COURSE SEQUENCE

A ***tentative*** semester overview is provided below and in the additional course calendar. Every attempt will be made to adhere to the schedule provided, but the instructor reserves the right to make changes as needed. Announcements about these changes will be made in class and posted to the course web site.

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
8/28	**Focus:** Intro to PBI Model Lesson **In class activities:** PBI model lesson; intro to managing classes with a course website; course overview; development of knows and need to knows; discuss portfolio website; review code of ethics, FTT	None assigned	Assigned reading and discussion for following week	**PPR: I, III, IV** **TECH: I, II, IV** **§228.30 (a)** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
9/5	**Focus:** Learning Theories and PBI **In class activities:** Students receive MS/HS TEKS for incorporation of standards into lesson plans; student led discussion of reading; technology show and tell; fair use; activities regarding the PBI process and aligning to standards (TEKS) as well as CCRS and SCANS. Discuss field trip to NTH@C.	Reading and discussion board: Larmer, et al. Chapters 1-3, p. 1-65 and Krajcik Chapter 2 (not all), p. 37-43	Assigned reading and discussion for the following week Portfolio website creation due next week.	**PPR: I, III, IV** **TECH: I-V** **§228.30 (a)** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
9/11	**Focus:** Designing PBI Experiences **In class activities:** Student led discussion of reading; mentor meeting expectations; components and processes of PBI	Reading and discussion board: Larmer, et al. Chapter 4, p. 66-98	Assigned reading and discussion for the following week Portfolio website due today Meet the Mentor meeting 9/12 or 9/15 Field trip: Coppell New Tech 9/17 (optional)	**PPR I-IV** **TECH: I, IV** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
9/18	**Focus:** Constructing Meaning (Driving Questions) **In class activities:** Review mentor meeting; student led discussion of reading; importance of driving questions development, relation to standards, and understanding by design (UBD) framework; relevance of launch events and entry documents; critical friends session for driving question; 3-day lesson design	Reading and discussion board: Krajcik Chapter 3, p. 63-96; Handbook p. 37-42	Assigned reading and discussion for the following week Driving question for 3-day lesson design due today	**PPR I, III, IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
9/25	**Focus:** Assessment *For* and *Of* Learning **In class activities:** Student led discussion of reading; importance of student learning assessment; relation to state assessments; creation of rubrics for content, presentation, and 21st century skills; access online rubric applications; critical friends session for entry document and launch event; 3-day lesson design	Reading and discussion board: Krajcik Chapter 10, p. 321-369; Handbook p. 45-80	Assigned reading and discussion for the following week Launch event and entry document for 3-day lesson design due today	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16**
10/2	**Focus:** Collaboration in the PBI Classroom **In class activities:** Student led discussion of reading; fostering and assessing collaboration (21st century skills) in the PBI classroom; critical friends session for assessment mechanisms; 3-day lesson design	Reading and discussion board: Krajcik Chapter 7 (not all), p. 205-234	Assigned reading (no discussion) for the following week Assessment mechanisms for 3-day lesson design (rubrics) due today Global partnership discussion/response for the following week	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
10/9	**Focus:** Equity and Classroom Facilitation in PBI **In class activities:** Student led discussion reading; reflections on observations of PBI classrooms; global partnership initial reflections; discuss modifications and accommodations for differentiated instruction in PBI; inclusive instruction; critical friends session on project calendars; 3-day lesson design	Reading: Krajcik Chapter 11 (not all), p. 382-388 and p. 408-425; Handbook p. 97-124	Project calendar, workshops, and DIYs for 3-day lesson design due today Global partnership discussion/response for the following week	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16**
10/16	**Focus:** Global Collaboration in PBI **In class activities:** Final submission of 3-day lesson design; infusing global collaboration in PBI projects; launch of 2-week unit design (Project #3); discussion of inclusion of special populations accommodations/ modifications	None assigned	Submit final 3-day lesson design to mentor teacher today Technology portfolio piece due today Observations reflection due today Global partnership discussion/response for the following week	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16**
10/23	**Focus:** 21st Century Skills **In class activities**: Discuss importance of 21st century skills competencies; critical friends session for driving question; 2-week unit design	None assigned	Driving question for 2-week unite design due today Assessment portfolio piece due today Global partnership discussion/response for the following week	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
10/30	**Focus:** Funding Projects **In class activities:** Discussion of the grant writing process; global partnership update; critical friends session for launch event and entry document; 2-week unit design	None assigned	Launch event and entry document for 2-week unit design due today Engagement portfolio piece due today Global partnership discussion/response for the following week What to Expect: Advice from Current ATs 11/4 (optional)	**PPR: I-IV** **TECH: I-V** **§228.30 (b)44, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
11/6	**Focus:** 2-week unit design **In class activities**: Work on finalizing the plan for the 2-week project, reflection including: process management, assessments, scaffolded learning, inquiry investigations and benchmark lessons, as needed; create workshops and DIYs aligned to standards; critical friends session for assessment mechanisms	None assigned	Assessment mechanisms for 3-week unit design (rubrics) due today 3-day lesson design/teach reflection due today Global partnership discussion/response for the following week	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
11/13	**Focus:** 2-week unit design **In class activities:** Work on finalizing the plan for the 2-week project; grant proposals; critical friends session for project calendar/grant proposal; global partnership discussion/reflection	None assigned	Assigned reading and discussion for the following week Project calendar, workshops, and DIYs for 2-week unit design due today	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
11/20	**Focus:** Benefits and Challenges of PBI **In class activities:** Critical friends session of 2-3 week project plan and anchor videos; discuss and share anchor videos		Grant proposal for 2-week unit design due today Observation hours due today Final project and presentation due for the following week	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16**
11/27	No Class- Thanksgiving holiday			
12/4	**Focus:** Course Wrap-up **In class activities:** 2-week unit design project presentations		Final submission of 2-week unit design due today	**PPR: I-IV** **TECH: I-V** **§228.30 (b) 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16**

GRADING

Percentage Breakdown

The following is the grading breakdown for the class requirements.

Discussions……	**15%**
Discussion Leader……	**5%**
Observations Reflection..……	**6%**
Teaching Reflection……	**6%**
Project #1……	**5%**
Project #2……	**20%**
Project #3……	**30%**
21st CS/ Professionalism……	**8%**
Portfolio Requirements…….	**3%**
Technology Show and Tell….	**2%**

Pass/Fail Requirements

The following items must be completed satisfactorily and turned in during this course in order to receive a passing grade.

- 3-Day Lesson Design and Teaching Mentor Feedback
- Field Experience Log

Other Grading Policies

Timeliness of work/assignment submissions, class attendance, classroom citizenship, etc., are components of the 21st century/ professionalism rubric. While not stand-alone grades, the mastery of these skills will be reflected in the 21st century/ professionalism summative grade. The course instructor should be notified in advance of class absences or the need to submit an assignment after the due date.

University Policies

UT DALLAS PRACTICING TEACHER COMPLIANCE POLICIES

As a student in this course, you are expected to comply with Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators and the UT Dallas Fitness to Teach Policy.
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

STUDENT CONDUCT AND DISCIPLINE The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z. Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

ACADEMIC INTEGRITY The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the Web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

EMAIL USE The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address, and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

WITHDRAWAL FROM CLASS The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of F in a course if you choose not to attend the class once you are enrolled.

STUDENT GRIEVANCE PROCEDURES Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic-appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

INCOMPLETE GRADES As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

DISABILITY SERVICES The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY) Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolling students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

RELIGIOUS HOLY DAYS The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.
Off-campus instruction and course activities that are off-campus, out-of-state, or foreign are all subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

These descriptions and timelines are subject to change at the discretion of the professor.