DEPARTMENT OF TEACHER EDUCATION & ADMINISTRATION
COLLEGE OF EDUCATION UNIVERSITY OF NORTH TEXAS
EDSE 5310: Pedagogical Content Knowledge for Teachers of Algebra
Fall 2016 Course Syllabus

Class Location: Online (or other, TBA)
Class Dates and Times: TBD
Instructor: Sarah Smitherman Pratt, Ph.D.
Office: Matthews 204-J
Phone: 940.565.2030 (office)
E-mail: sarah.pratt@unt.edu (Note: Please allow up to 24 hours for a response.)
Office Hours: Wednesday, 4:00 – 5:00 p.m.; or by appointment

Catalog Description:
EDSE 5310. Pedagogical Content Knowledge for Teachers of Algebra. 3 hours. Research-based practices in the teaching of algebra. Focuses on the nature of algebraic thinking and reasoning as well as the overarching algebraic concepts. Prerequisite(s): Certification in middle or secondary mathematics or consent of instructor.

Schedule
Module 0 Introduction to the Course and Classmates
Module 1 Historical aspects of algebra; Characterization of algebra; Benchmarks and Standards such as: American Diploma Project, Common Core State Standards, Principles & Standards
Module 2 Epistemologies: Habituation, Conceptual Construction, and Enculturation
Module 3 Pedagogies: Technology and concrete models
Module 4 Algebraic Habits of Mind: Variables, Expressions, Equations, and Inequalities
Module 5 Algebraic Thinking and Reasoning: Relations, Functions, and Families of Functions
Module 6 Algebraic Thinking and Reasoning: Modeling
Module 7 Algebraic Thinking and Reasoning: Patterns and Sequences
Module 8 Algebraic Thinking and Reasoning: Structures
Module 9 Algebraic Thinking and Reasoning: Multiple Representations
Finals Week Peer review of Video Presentations, Final Synthesis, and Other Concluding Activities

Course Objectives
1. Students will research and critically analyze mathematical tasks, algebraic concepts and algebra curriculum
   1.1 Solve mathematical tasks using more than one approach
   1.2 Write a summary and response of research articles related to epistemologies, pedagogies, and aspects of algebra
      1.2.1 Describe constructivist perspectives on mathematics learning
      1.2.2 Describe algebraic habits of mind
      1.2.3 Connect algebraic habits of mind to practice
   1.3 Evaluate district course sequence as compared to provided list of lessons
      1.3.1 Align lessons and mathematical tasks to a particular calendar and curriculum
      1.3.2 Justify placement of lessons and tasks within a particular calendar and curriculum
2. Students will research proven instructional strategies and develop a professional development video presentation using instructional strategies
2.1 Write an abstract for an article related to a particular algebraic concept
   2.1.1 Select articles from approved mathematics education journals that specifically relate to a particular algebraic concept
   2.1.2 Identify related TEKS in relation to an algebraic concept
   2.1.3 Articulate the key points of the analysis of the article
2.2 Create a video presentation related to the algebraic concept researched
2.3 Peer review video presentations and provide constructive feedback

Readings

Required Text:

Additional readings are grouped into three broad categories:
1. Epistemologies
2. Pedagogies
3. Algebra - which are subcategorized based on the Aspects of Algebra (Kaput, 2008)
   • Representation and Language
   • Structures
   • Modeling
   • Functions and Relations

Grading

1. Readings & Reflection Responses ........ 30%
2. Concept Report ................................ 26%
3. Curriculum Analysis ............................ 30%
4. Mathematical Tasks .............................. 14%
   A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=below 60%

Assignments and Expectations

Readings & Reflection Responses
There are a series of articles provided in the Course Readings folder. Each article must be read and summarized then a response to the prompt for the group of readings must be provided. The response should be at least one paragraph in length, and it must address the readings assigned and the prompt. Each response must include at least one quote from an article with correct APA citation, and it is to be submitted electronically in the designated folder. The reading responses are graded on a 3-point scale as follows:

3 – 1) Response addresses the prompt with references to the readings, and when appropriate, earlier readings; 2) Opinions, observations, and/or past experiences are thoughtfully related to the readings throughout the response; 3) At least one quote from the readings is provided and connects directly to response. Overall, it is clear that the articles were read and the main theme for the set of readings and the prompt is conveyed.
2 – One of the following is not addressed: – 1) Response addresses the prompt with references to the readings, and when appropriate, earlier readings; 2) Opinions, observations, and/or past experiences are thoughtfully related to the readings throughout the response; 3) At least one quote from the reading is provided and connects directly to response. Overall, the articles were read and the main idea may be understood.
1 – Two of the following are not addressed: – 1) Response addresses the prompt with references to the readings for the week, and when appropriate, earlier readings; 2) Opinions, observations, and/or past experiences are thoughtfully related to the readings throughout the response; 3) At least one quote from the readings is provided and connects directly to response. It is not clear that the articles were read or that the main idea is understood.
0 – No response is submitted.
Concept Report
This is an opportunity for you to become an “expert” with respect to a particular mathematical concept, to learn about research materials to extend your thinking of many concepts (not just the one researched), and to lead others in expanding their own thinking. The report will be in two parts:

1) Two articles will be selected from approved mathematics education journals that specifically relate to a particular algebraic concept, and a summary abstract and an analysis will be submitted to accompany each article;
2) Video presentation to class will include conducting a professional development workshop that relates to the concept researched.

All files must be uploaded to the designated course folder by the date provided on the calendar. Video presentations will be submitted at the end of Module 9 and peer reviews will be conducted during finals week of the course. Check the calendar for due dates.

Concept Report Rubric (26 points)

<table>
<thead>
<tr>
<th>I. Article Reports</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstracts of articles related to unit plan concept reported</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Article Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Electronic version of the article is submitted with the summary</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>- Summary includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Algebraic concept stated, along with reference to the TEKS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>o Abstract, that summarizes the article well</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>o Analysis of the article, that is well-articulated</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>- Relevance of the summary to the article is clear and concise</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2nd Article Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Electronic version of the article is submitted with the summary</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>- Summary includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Algebraic concept stated, along with reference to the TEKS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>o Abstract, that summarizes the article well</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>o Analysis of the article, that is well-articulated</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>- Relevance of the summary to the article is clear and concise</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

Subtotal for Article Reports: 10

<table>
<thead>
<tr>
<th>II. Concept Report Presentation</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video presentation of concept researched</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept is clearly stated in presentation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Presenter conducts the presentation in a professional workshop manner</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Presenter explains how to assess the conceptual development of the participants effectively, demonstrating pre- and post-assessment strategies in a face-to-face workshop</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Presentation flows/is connected</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Presentation engages participants</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Subtotal for Presentation: 10

<table>
<thead>
<tr>
<th>III. Peer Review of Presentations</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer review of two presentations providing constructive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Peer Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Short description of presentation includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Presenter’s name</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>o Algebraic concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Feedback includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Take-away from presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Strength of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Recommendation for future presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Three facilitation questions for algebraic concept
  o Doing - Undoing
  o Building Rules to Represent Functions
  o Abstracting from Computation

2nd Peer Review

- Short description of presentation includes:
  o Presenter’s name
  o Algebraic concept

- Feedback includes:
  o Take-away from presentation
  o Strength of presentation
  o Recommendation for future presentation

- Three facilitation questions for algebraic concept
  o Doing - Undoing
  o Building Rules to Represent Functions
  o Abstracting from Computation

Subtotal for Peer Reviews: 6
Total for Concept Report: 26

Curriculum Analysis
In Texas, each school district adopts a mathematics curriculum and provides a course sequence. For the Curriculum Analysis, 21 NCTM Illuminations lessons are to be aligned with the district calendar and curriculum. Choose 21 lessons from the list provided to analyze and use for this assignment. A justification statement of how each lesson was selected must be included. This can be done in groups who work in the same school district.

<table>
<thead>
<tr>
<th>Curriculum Analysis</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Name &amp; Overview of District Curriculum is provided</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Sequence of District Curriculum is provided</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NCTM Illuminations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o 21 lessons from list are included in sequence</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>o Justification statement for each lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Lessons are appropriately placed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical Tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o 7 mathematical tasks are included in sequence</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>o Justification statement for each task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Lessons are appropriately placed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for Curriculum Analysis:</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Students without access to a district calendar and curriculum may either join a group or use a sample scope and sequence from the Charles A. Dana Center at the University of Texas at Austin. Links and more information provided below:

**TEKS Tool Box:** At the time of this writing (7/6/2015) the eighth grade sequence along with the Grade 8 and Algebra 1 Elaborated Scope and Sequence were available at the site below. Other grade levels stated “Coming soon”.
http://tekstoolbox.agilemind.com/resources_samples_mathematics.html

**Common Core State Standards Tool Box:** Sequenced units are available for grades K through Algebra II for CCSS.
http://ccsstoolbox.agilemind.com/resources_samples.html
Mathematical Tasks
There are a series of mathematical tasks that are provided in the Assignments link on BlackBoard. Each task must be attempted with all work shown. The work for each task must be submitted electronically by creating a file labeled, “LASTNAME Math Task #_” and submitted in the designated discussion board. (To submit this electronically, you can either print the task, write on the paper, then scan it back in, or you can use an App that will allow you to record your process, which is completed by uploading the created file.) The tasks are graded on a 2-point scale as follows:

2 – The task is solved with appropriate work shown. More than one way to solve the task is provided.
1 – The task is solved with appropriate work shown.
0 – No work is submitted.

<table>
<thead>
<tr>
<th>Mathematical Tasks</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #1: The Mind Reader</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Task #2: Chickens</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Task #3: Towering Numbers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Task #4: Weighing Meat</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Task #5: Locker Problem</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Task #6: Snakes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Task #7: Weighing Meat</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total for Mathematical Tasks:</strong></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Attendance, Participation, and Dispositions Policies:
This course is designed and organized to be highly collaborative and experiential. It will involve literature discussion groups, and small and large group discussions. Therefore, your attendance and participation are essential to your learning. It is not possible to be enriched by discussions and collaborations if you are not present or prepared for class. If you decide to miss an entire class period or part of it for any reason, then you will not receive full participation credit for that class session. Involvement in class activities cannot be made up, thus it is imperative that you are present and prepared for each class session. Poor or late attendance, not attending for the full class time, or lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grade for this course. If you miss more than 30 minutes of a class, you will be counted as absent. Whether you have an excused or unexcused absence, you are still missing important components to the course. You are responsible for material covered during absences.

- 2 absences = final grade in the course will be lowered by one full letter grade
- 3 absences = final grade in the course will be lowered by two full letter grades
- 4 absences = F in the course
- 3 tardies = 1 absence, this means arriving to class late and/or leaving class early

If you miss class, you are responsible for all announcements, assignments and information presented or discussed in class. It is your responsibility to contact other members of the class or the instructor to obtain information missed during your absence. Please make an appointment to see the course instructor.

General Class Policies:
- All course readings must be read before class.
- Be punctual to class – if you are late, communicate with the course instructor after class.
- Please be respectful by not speaking while others are presenting during class.
- All grades/points for assignments are final.
- If you have any questions about grades/points awarded to assignments, make an appointment to communicate with the course instructor during the course instructor’s office hours.
- Course instructor will not discuss grades/points during class time. Please make an appointment.
- All citations must be in the APA format.
- All deadlines are final.
- NO CELL PHONE USE/CELL PHONE TEXTING during the scheduled class session!
Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas (1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, (2) incorporate the Texas Teacher Proficiencies for learner centered education, (3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and (4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.
Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit https://ltc.unt.edu/labs/unt-writing-lab-home.

Teacher Education & Administration
Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-
Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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 https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/TK20-campus-tools. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.
**TExES Test Preparation.** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: [http://www.coe.unt.edu/texes-advising-office/texes-exams](http://www.coe.unt.edu/texes-advising-office/texes-exams). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**Six Student Success Messages.** The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: [https://success.unt.edu](https://success.unt.edu). The site contains multiple student resource links and short videos with student messages.

**Technical Requirements And Assistance**

The following information has been provided to assist you in preparation for the technological aspect of the course.


Hardware and software necessary to use Bb Learn  [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)


Headset/Microphone (if required for synchronous chats)

Word Processor

[Other related hardware or software necessary for the course]

**Minimum Technical Skills Needed**

*Examples include the following:*

Navigating and using basic tools of Blackboard Learn

Using email and attaching documents

Creating and submitting files in commonly-used word processing program formats

Copying and pasting text between applications

**Student Technical Support**

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email  helpdesk@unt.edu

Phone  940.565-2324
In Person  Sage Hall, Room 130
Hours    Monday-Thursday 8am-midnight
          Friday     8am-8pm
          Saturday  9am-5p
          Sunday    8am-midnight

Access And Navigation

Access and Log In Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. Access the course at https://learn.unt.edu
You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources
You have access to these resources:

- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

- If you're new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you for participating in the course.

- See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.

Student Academic Support Services
Links to all of these services can be found on the Academic Support tab at the top of your course site.

- Academic Resource Center
  Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.

- Center for Student Rights and Responsibilities
  Provides Code of Student Conduct along with other useful links.

- Office of Disability Accommodation
  ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

- Counseling and Testing Services
  CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.

- UNT Libraries
  Online library services.
• **Online Tutoring**  
Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor’s help.

• **The Learning Center Support Programs**  
Various program links provided to enhance the student experience.

• **Supplemental Instruction**  
Program for every student, not just for students who are struggling.

• **UNT Writing Lab**  
Offers free writing tutoring to all UNT students, undergraduate and graduate.

• **Math Tutor Lab**  
Located in GAB, room 440.

• **Succeed at UNT**  
How to be a successful student information.

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**Student Resources**

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located on Blackboard Learn on the “Academic Support” tab.

• UNT Portal: [http://my.unt.edu](http://my.unt.edu)  
• UNT Blackboard Learn Student Resources: Technical Support: [http://www.unt.edu/helpdesk/](http://www.unt.edu/helpdesk/)  
• UNT Library Information for Off-Campus Users: [http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)  
• UNT Computing and Information Technology Center: [http://citc.unt.edu/services-solutions/students](http://citc.unt.edu/services-solutions/students)  
• UNT Academic Resources for Students: [http://www.unt.edu/academics.htm](http://www.unt.edu/academics.htm)  
• Computer Labs: [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at: [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)

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**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**


The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for
classes, examination or other purposes integral to completion of the class. An on-line or
distance education course is a course that is offered principally through the use of
television, audio, or computer transmission including open broadcast, closed circuit,
cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1
student's course of study is in a language study program, no on-line or distance education
classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**
To comply with immigration regulations, an F-1 visa holder within the United States may
need to engage in an on-campus experiential component for this course. This component
(which must be approved in advance by the instructor) can include activities such as
taking an on-campus exam, participating in an on-campus lecture or lab activity, or other
on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student’s responsibility to do the
following:
(1) Submit a written request to the instructor for an on-campus experiential component
within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in
writing with a notice sent to the International Student and Scholar Services Office. ISSS
has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is
unsure about his or her need to participate in an on-campus experiential component for
this course, s/he should contact the UNT International Student and Scholar Services
Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get
clarification before the one-week deadline.

**This course syllabus is intended to be a guide and may be amended at any time by the
instructor.**