Course Title: Current Topics in Mathematics Education (MTED 5318, CRN 14000)
Topic: Learning Theory in Mathematics Classroom
Credits: 3-0

Course Description:
Develop competencies necessary to deal effectively with mathematics instruction; includes curriculum, concepts, teaching strategies, and skills necessary to integrate content and teaching strategies.

Course Schedule: Fall 2014, Online
Professor: Dr. Olga Kosheleva
Office: EDUC607
Phone: 915-747-7588
Fax: 915-747-7441
Office hours (online): W, 8:00 - 10:10PM
E-mail: olgak@utep.edu

Required Texts:
ISBN-10: 0325006709


Additional Bibliography:
could be found in the bibliography sections of the required text.

Course Goals:
• To develop understanding of the guiding principles of learning and teaching of mathematics in the classroom
• To reflect on implementation of the guiding principles in the mathematics classroom with emphasis on students’ conceptual understanding and procedural fluency
• To analyze classroom cases and situations with purpose of improving teaching practices in mathematics classroom
• To learn classroom techniques to make connections between students’ ideas, between student and teacher ideas, between different mathematical ideas, domains, and representations.

TExES Standards and Competencies:
As a result of this course students will demonstrate knowledge and skill in TExES Pedagogy and Professional Responsibility Standards and Competencies and Mathematics content test competencies.
For more information visit: http://cms.texas-ets.org/texes/prepmaterials/texes-preparation-manuals/
Students will also become familiar with new and revised Texas Essential Knowledge and Skills (TEKS).
For more information visit:
http://www.tea.state.tx.us/index2.aspx?id=6148
http://www.gpisd.org/Page/21894

**Course Calendar activities (Aug 25 – Dec 4; Final week Dec 8 – 12)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities Assignments</th>
<th>Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 starts on 8/24/2014</td>
<td>Introduction (submit in the Assignments “Introduction Card”) and Syllabus Review (post your questions and answers in Discussions “Questions about syllabus and the class.”). (4 pts max)</td>
<td>Introduction Card, and posting in Discussion “Questions about syllabus and the class.” (use Assignment and Discussion Board) Due: 8/30/2014, 11 pm MT</td>
</tr>
<tr>
<td>#2 starts on 8/31/2014</td>
<td>Reading #1: Read “Mathematical Understanding” (from Book #2, pp. 215-256)</td>
<td>No BB submission is required</td>
</tr>
<tr>
<td>#3 starts on 9/7/2014</td>
<td>Reading #2: Read “Fostering Whole-Number Sense” (from Book #2, pp. 257-308)</td>
<td>No BB submission is required</td>
</tr>
<tr>
<td>#4 starts on 9/14/2014</td>
<td><strong>Video case 1:</strong> Watch Video Case 1. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 1 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 1 (use Assignment to submit Reflection; use Discussion Board to answer questions posted by Dr. Kosheleva) Due: 9/20/2014, 11 pm MT</td>
</tr>
<tr>
<td>#5 starts on 9/21/2014</td>
<td>Tests on Readings #1 (4 pts max) and # 2 (4 pts max)</td>
<td>Due: 9/27/2014, 11 pm MT (use Assignment on BB)</td>
</tr>
<tr>
<td>#6 starts on 9/28/2014</td>
<td><strong>Video case 2:</strong> Watch Video Case 2. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 2 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 2 (use Assignment to submit Reflection; use Discussion Board to answer questions posted by Dr. Kosheleva) Due: 10/4/2014, 11 pm MT</td>
</tr>
<tr>
<td>#7 starts on 10/5/2014</td>
<td><strong>Video case 3:</strong> Watch Video Case 3. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 3 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 3 (use Assignment to submit Reflection; use Discussion Board to answer questions posted by Dr. Kosheleva) Due: 10/11/2014, 11 pm MT</td>
</tr>
<tr>
<td>#8 starts on</td>
<td><strong>Video case 4:</strong> Watch Video Case 4.</td>
<td>Reflection on Video Case 4</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Submission Details</td>
</tr>
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<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/12/2014</td>
<td>Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 4 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>(use Assignment to submit Reflection; use Discussion Board to answer questions posted by Dr. Kosheleva) Due: 10/18/2014, 11 pm MT</td>
</tr>
<tr>
<td>#9 starts on 10/19/2014</td>
<td>Reading #3: Read “Pipes, Tubes, and Breakers…” (from Book #2, pp. 309-350) Test on Reading #3 (4 pts max)</td>
<td>Due: 10/25/2014, 11 pm MT (use Assignment on BB)</td>
</tr>
<tr>
<td>#10 starts on 10/26/2014</td>
<td>Video case 5: Watch Video Case 5. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 5 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 5 (use Assignment to submit Reflection; use Discussion Board to answer questions posted by Dr. Kosheleva) Due: 11/1/2014, 11 pm MT</td>
</tr>
<tr>
<td>#11 starts on 11/2/2014</td>
<td>Video case 6: Watch Video Case 6. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 6 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 6 (use Assignment to submit Reflection; use Discussion to answer questions posted by Dr. Kosheleva) Due: 11/8/2014, 11 pm MT</td>
</tr>
<tr>
<td>#12 starts on 11/9/2014</td>
<td>Reading #4: Read “Teaching and Learning Functions” (from Book #2, pp. 351-396) Test on Reading #4 (4 pts max)</td>
<td>Due: 11/15/2014, 11 pm MT (use Assignment on BB)</td>
</tr>
<tr>
<td>#13 starts on 11/16/2014</td>
<td>Video case 7: Watch Video Case 7. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 7 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 7 (use Assignment to submit Reflection; use Discussion to answer questions posted by Dr. Kosheleva) Due: 11/22/2014, 11 pm MT</td>
</tr>
<tr>
<td>#14 starts on 11/23/2014</td>
<td>Video case 8: Watch Video Case 8. Use Assignments to submit full reflection. In the Discussion, please, provide shorter Reflection on Video 8 (do not use attachment mode), read at least two other Discussion submissions, and reply to them. Dr. Kosheleva also will ask you additional questions regarding your posts. Please, make sure that you visit Discussions several times throughout the semester, and answer Dr. Kosheleva’s questions. (4 pts max for reflections, 4 pts max for Discussion posts)</td>
<td>Reflection on Video Case 8 (use Assignment to submit Reflection; use Discussion to answer questions posted by Dr. Kosheleva) Due: 11/29/2014, 11 pm MT</td>
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</tbody>
</table>
Start working on Final Research Paper (topic will be emailed to you via Blackboard email)

#15 starts on 12/1/2014
Continue working on Final Research Paper.

#16 starts on 12/8/2013
Final Research paper (24 pts max)

Due: any time on 12/8/2014-12/12/2014

Course Assignments

1. **Participation/Discussion**: each student is encouraged actively participate in the discussion related to class activities (e.g., video cases, readings).

2. **Reflections on Video Cases. All videos are available on CD accompanying the textbook (B&H).**

   **Requirements**: single spaced, 1 inch margins, font size – 12, Word document; .doc or .docx. Each student will write reflections addressing questions provided in Assignment. Please, use red font in your answers. There will be eight video cases and correspondingly eight reflections during the class.

3. **Readings**: each student will read assigned chapters from “How Students Learn” and take chapter tests on assigned readings. There will be four assigned readings during the class.

4. **Final Research paper.**

Course Policy/Requirements

To be successful in this course, class functionality, assignments and activities rely heavily on your early understanding of expectations in this class. You are also responsible for doing all the work and going over the online lectures every week. These courses take as much, if not more time than traditional classes. Please check course announcements at least 2 non-consecutive days a week to keep yourself abreast of any changes in course content and deadlines.

1. It is required that you have a UTEP e-mail. You must use your UTEP email account for all correspondence related to this course and check it regularly to ensure that you receive important messages about the course on a timely basis. If you are enrolled in this course, you already have an email account created for you. If you do not remember your UTEP email address and password, please call 915-747-5257 or go to "https://newaccount.utep.edu/"; for most of the communications regarding this class you should be using Blackboard email.

2. Please, update your phone numbers provided on Goldmine. I might need to call you regarding issues concerning your submissions.

3. Mandatory file formats: all text attachments you upload to assignments, discussion postings, or email messages must be MS Word documents (.doc or .docx); all images should be in JPEG Format (.jpg); if you send your work in a file, its name should always include your name (last and first name).

4. The course requires weekly reflection papers written in specific formatting and styles. The general format used by papers in this course is APA version 6.

5. **It is responsibility of any student desiring to drop the course to turn in all the necessary drop forms.** The instructor will not drop students who are no longer attending the class.

6. The instructor reserves the right to drop students who have not participated in online work during two weeks of class. The instructor can drop any student any time a student violates the written rules/requirements for remaining in good standing in the course.

7. The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So for this course you should expect to spend 3 hours of class time + 9 hours of study and prep time = 12 hours per week. Bear in mind that there will be many weeks where you will not need even half of that time, but there will be weeks where you will need the full quota of time. So plan ahead and get caught up on readings in advance in the slow weeks.
8. Please, DON’T WAIT UNTIL THE LAST MINUTE to complete and submit your assignments! There might be some technical glitches in the system: try to avoid them. The best way to avoid them is to start your assignments as soon as they are posted. LATE SUBMISSIONS ARE NOT ACCEPTED!
This course has a series of weekly activities designed to help develop teachers’ abilities in terms of mathematics content knowledge and pedagogies. Activities often utilize collaborative work strategies and build one upon each other. Therefore activities are not provided in advance nor are they allowed to be turned in late.

9. There will be NO INCOMPLETE grade offered in this course. Past experience has shown that if you cannot complete the course during the time allotted, you probably never will.

**Students will be required to:**
- Participate in all class Blackboard discussions through postings and reflections.
- Read assigned chapters and other materials.
- Submit (via Blackboard) individual reflections and participate in Discussions.
- Complete and submit Individual Final Research paper. The topic of individual research project (Final Project) will be sent (via Blackboard email) to you on 11/23-11/26. An individual research project will be a research article containing the following components:

  Introduction; Research Literature (at least 3 different citations, peer-reviewed articles); Presentation of analysis, synthesis, and relationships among ideas; Conclusions and Recommendations; References.

A passing response is expected to be of model quality, to possess content and positions of substance, and exceed satisfactory level; which means that all components of the writing task have been addressed with clarity of academic thought, good rationale, and the logic expected of graduate students (see Rubric for grading Final Research paper).

**What should you expect from me as the instructor?**
- I will provide you clear instructions on class expectations.
- I will check my e-mail every day during first week of classes and will answer back to you as soon as possible.
- During the rest of the semester I will check my e-mail at least twice a week (during two non-consecutive days a week).
- If it is possible and within reason, I will return phone calls related to class activities in a timely manner. Please, update your phone numbers provided on Goldmine, so that I can reach you via phone.
- If contacting me by phone, please leave a detailed message (with your name, your course number, your email and your phone number).
- I will provide graded feedback on your performance (the special grading schedule is explained below). Every week I will select randomly several submissions, and grade them and provide feedback to students (if necessary). Each student will receive average grade (averaged over four weeks submissions) via Blackboard email once every four weeks.
  When I will send the email with graded feedback, I will notify you in the Announcements.
  No Gradebook (My Grades) will be used in this class.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.
- If any changes in the syllabus/course are to be implemented, I will ensure that the class is notified in a timely manner.

**Assessment of Learning Outcomes**
The course’s learning outcomes will require the student to acquire throughout the semester new knowledge and skills and build upon them. The following outcomes are aligned with SBEC-approved Texas educator standards.

Please, see the full standards at
http://www.tea.state.tx.us/index.aspx?id=6066&ekfxmen_noscript=1&ekfxmensel=e9f6cb525_620_624
http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6044
http://www.sbec.state.tx.us/sbeconline/standtest/standards/4-8math.pdf

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Achieved by</th>
<th>Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the guiding principles of learning and teaching of mathematics in the classroom</td>
<td>Reading and reflection, Participation in discussions</td>
<td>Concept Test, Participation Checklist</td>
</tr>
<tr>
<td>To analyze and reflect upon teaching and learning practices in middle school mathematics classroom</td>
<td>Reflections on video cases, Participation in discussions</td>
<td>Written Reflection, Participation Checklist</td>
</tr>
<tr>
<td>To implement the guiding principles in the mathematics classroom in order to develop students’ conceptual understanding and procedural fluency</td>
<td>Problem solving activities, Participation in discussions</td>
<td>Solution to Activity, Participation Checklist</td>
</tr>
<tr>
<td>To learn and evaluate classroom techniques that provide connections between students’ ideas, between student and teacher ideas, between different mathematical ideas, domains, and representations.</td>
<td>Reflections on Web activities, Participation in discussions</td>
<td>Written Reflection, Participation Checklist</td>
</tr>
</tbody>
</table>

**Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/syllabus review</td>
<td>4 pts</td>
</tr>
<tr>
<td>Discussions</td>
<td>3 pts x 8= 24 pts</td>
</tr>
<tr>
<td>Reflections on Video Cases</td>
<td>4 pts x 8= 32 pts</td>
</tr>
<tr>
<td>Readings/ Chapter Tests</td>
<td>4 pts x 4=16 pts</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>24 pts</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**

Students are encouraged to demonstrate their knowledge of content (be content specific!), critical thinking, and communication accuracy while completing course assignments.

91 – 100 = A 81 – 90 = B 71 - 80 = C 61 - 70 = D 00 - 60 = F
Course assignments will be graded using the following main benchmarks:

- **Content Specificity**
  TRY TO AVOID THE USE OF GENERAL LANGUAGE – BE AS MATH-SPECIFIC AND DETAILED AS POSSIBLE!

- **Critical Thinking**
  DON’T JUST DESCRIBE WHAT YOU SEE AND READ - THINK CRITICALLY ABOUT WHAT YOU SEE AND READ!

- **Communication Accuracy**
  TRY TO AVOID VAGUE DESCRIPTIONS AND VOCABULARY - COMMUNICATE YOUR IDEAS CLEARLY AND ACCURATELY!

Based on these major benchmarks, the following rubrics will be used to grade your assignments:

- **5.0 = Excellent Work**: an exemplary content-specific response with high level of critical thinking and communication accuracy.
- **4.0 = Good Work**: a response is partially content specific with good level of critical thinking and accurate communication.
- **3.0 = Satisfactory Work**: low level of content specificity along with descriptive thinking and partially accurate communication.
- **2.0 = Barely Satisfactory Work**: a response is too general without specifics and details, communication is poor.
- **1.0 = Unsatisfactory Work**: a response is too general and very short without specifics and details, communication is poor.
- **0.0 = No Work**.

Use these rubrics to interpret your grades on all course assignments except discussion postings (see below), please.

**Other Grading Rubrics**

There will be a number of Chapter Tests (which will have some open ended questions), Reflections on Video Cases and Discussions during the semester. Most of them will focus on the challenging aspects of the major class assignments (readings, video-cases, web reflections). Below is the rubric, which will be used to assess the quality of your responses.

<table>
<thead>
<tr>
<th>Quality of Postings/Reflections</th>
<th>100%</th>
<th>75%</th>
<th>50%</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness</strong></td>
<td>Responds completely to all questions.</td>
<td>Responds to most questions.</td>
<td>Responds to a few of the questions.</td>
<td>Responds to one question or less.</td>
</tr>
<tr>
<td><strong>Clarity and Details</strong></td>
<td>Main idea stands out and is supported by detailed and content-specific information.</td>
<td>The main idea is clear but the supporting information is too general.</td>
<td>The main idea is somewhat clear but there is a need for more supporting information.</td>
<td>The main idea is not clear. There is a seemingly random collection of information.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>All supportive facts are reported accurately.</td>
<td>Almost all supportive facts are reported accurately.</td>
<td>Almost all supportive facts are reported accurately.</td>
<td>NO facts are reported OR most are inaccurately reported.</td>
</tr>
</tbody>
</table>
### Resources

| All resources used for quotes and facts are credible and cited correctly using APA format. |
| Most resources used for quotes and facts are credible and cited correctly using APA format. |
| Few resources used for quotes and facts are credible and cited not correctly. |
| Resources used for quotes and facts are less than credible (suspect) and cited not correctly. |

### Grammar

| Writer makes no errors in grammar or spelling that distracts the reader from the content. |
| Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. |
| Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. |
| Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content. |

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**Rubric for grading Final Research paper**

Please, consult Rubric for Final Project (below) for detailed description of assignment of points.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Strong (5-4 pts)</th>
<th>Acceptable Pass(3-2 pts)</th>
<th>Not Acceptable (1 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation of Knowledge</strong></td>
<td>Response demonstrates a professional command of the subject matter. The scholarly conversation about the topic is analyzed and synthesized; response shows how ideas are related.</td>
<td>Response demonstrates above average command of subject matter. Analysis, synthesis, or relationships among ideas are explored.</td>
<td>Response explains some concepts, but overlooks critical details. Analysis, synthesis, or relationships among ideas are not provided. Response does not address all the components of the question.</td>
</tr>
<tr>
<td><strong>Organization and development of Ideas and/or arguments</strong></td>
<td>Major sections of response follow a logical sequence. Organization within sections is logical and consistent. If section headings are used, they are clear and logically placed. Fully responds to each component of the questions.</td>
<td>Major sections of response generally follow a logical sequence. Organization within sections is basically logical. Minimal responses to all components of the question.</td>
<td>The structure of the response is unclear or relies on simplistic narrative. Organization between paragraphs is difficult to determine. If section headings are used, they are vague and/or, illogical. Response does not address all the components of the question.</td>
</tr>
<tr>
<td><strong>Writing Skills</strong></td>
<td>Response demonstrates an excellent command of grammar, spelling, and mechanics and is free of distracting errors. Word use is appropriate and accurate.</td>
<td>Response demonstrates a good command of grammar, spelling, and mechanics and has only a few distracting errors. Word use is generally appropriate and accurate. May have a few misused words.</td>
<td>Response has consistent patterns of error in grammar, spelling, and mechanics that must be addressed. There are frequent, noticeable errors or inappropriate uses of words. In-text quotations of other works comprise the majority of the paper.</td>
</tr>
</tbody>
</table>
Academic Policies/Professionalism

Along with basic standards of citizenship (e.g., “Student Conduct” and “Disruptive Acts Policy” in the UTEP Catalog), students in this course are required to display a positive attitude and professionalism. Be open to using or sharing opportunities for professional growth via Blackboard Discussion Board option. In terms of written assignments, professionalism includes that all assignments be Word processed, checked for spelling/grammar, and have any appropriate output/graphics electronically pasted into the document.

Participants are expected to abide by the UTEP policies concerning academic honesty. Specifically:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as one's own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

(Source: http://cetalweb.utep.edu/sun/cetal/events/docs/Academic_Dishonesty.htm).

Use of another person's product (in whole or in part), or your own product from another class, without permission is a violation of this policy. Student work will be checked for plagiarism. Specifically, the reuse of extensive passages of text, whether cited or not, constitutes plagiarism. Work turned in will be checked for originality using a plagiarism evaluation tool, and all work must pass this tool's evaluation of writing originality. It is expected that work you submit will represent your own effort, will not involve copying from or accessing unauthorized resources or people (e.g., from a previous year’s class), and will appropriately acknowledge (with complete citations) allowable references that you do consult. Also, don’t resubmit work completed for other classes without specific acknowledgment and permission from the instructor. Violations are unacceptable and are required to be referred to the Dean of Students Office for possible disciplinary action.
**Students with Disabilities**

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation, contact your professor and we will help you with the appropriate modification, within the procedures established by the University.

**HELP with BlackBoard**

Blackboard Student Services provides 24/7 help desk and technical support to faculty and students in online courses. Contacting Blackboard Student Services 24/7 Support Toll free 1-877-382-0491

**Final Word**

I reserve the right to adjust the course syllabus or change assignments as needed. Remember that our course syllabus and class schedule are living documents and can change. If any changes in the syllabus/course are to be implemented, I will ensure that the class is notified in a timely manner.

**Copyright Notice**

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

The course instructor reserves the right to adjust the course syllabus or change assignments as needed. Remember that our course syllabus and class schedule are living documents and can change!