ELL500: English Language Learners

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information

Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes

Course Description:
Methods and techniques of teaching English to children of linguistically diverse backgrounds.

Course Overview:
This course provides an introduction to approaches, methods, techniques, materials, curricular design, and assessment for various levels of ELL instruction. Attention is given to issues related to the teaching of listening, speaking, reading, writing, vocabulary, pronunciation, and culture.

Course Learning Outcomes:

1. Describe first and second language learning, to include the nature of bilingualism and multilingualism, the relationship between first and second language acquisitions, and the implications of language acquisition process for teaching English.
2. Design effective practices for ELL students' development of language proficiency for vocabulary development, listening, and speaking.
3. Integrate research-based instructional strategies to promote oral communication skills in English for culturally and linguistically diverse student skills.
4. Integrate research-based instructional strategies to promote content-area learning for culturally and linguistically diverse students.
5. Organize your classroom environment to create a learning environment to promote culturally and linguistically diverse students' language and literacy development and content-area learning

CDL Standards/TESOL/NCATE Standards and WIDA Standards for P-12 Teacher Education Programs
This course meets CLD Standards 8.22 1(b), 8.22 2 (a, c, d), 8.22 3 (a, c, e, f), TESOL/NCATE Standards 1.b (1, 3, 5), 3.a (1, 2, 3, 5), 3.b (1-8), 3,c (2, 3) and 5.a (1), and WIDA Standards 1-5.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Required:

Echevarria, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP model* (5th ed.). New York, NY: Pearson. ISBN-13: 978-0134403298.

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises will be provided within the course itself. Please read through each course module carefully.

Course Schedule

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.
- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	- Chapters 1 & 5 in *Making Content Comprehensible* - Mora, J. K., (2017). Second and foreign language teaching methods. Retrieved from http://moramodules.com/ALMMethods.htm	- Discussion (25 points) - Critical Thinking (75 points)
2	- Chapter 2 in *Making Content Comprehensible* - State standards for your content area(s) and grade level	- Discussion (25 points) - Critical Thinking (75 points)
3	- Chapter 3 in *Making Content Comprehensible* - Breiseth, L. (2015). *Academic language and ELLs: What teachers need to know*. Retrieved from http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know - Cooper, A. & Staehr, Fenner, D. (2015). *Common core and ELLs: Planning professional development about academic language (part 2).* Retrieved from http://www.colorincolorado.org/blog/common-core-and-ells-planning-professional-development-about-academic-language-part-2 - Himmel, J. (2012). *Language objectives: The key to effective content area instruction for English language learners*. Retrieved from http://www.colorincolorado.org/article/49646/	- Discussion (25 points) - Critical Thinking (75 points)

4	• Chapter 6 in *Making Content Comprehensible* • Fundamental principles of effective language teaching. (2015). *Center for Applied Linguistics*. Retrieved from http://www.cal.org/adultesl/pdfs/fundamental-principles-of-effective-adult-language-education.pdf	• Discussion (25 points) • Critical Thinking (75 points)
5	• Chapter 4 in *Making Content Comprehensible*	• Discussion (25 points) • Critical Thinking (75 points)
6	• Chapter 7 in *Making Content Comprehensible* • Hoffman, L., & Zollman, A. (2016). What STEM teachers need to know and do for English Language Learners (ELLs): Using Literacy to Learn. *Journal of STEM Education*, *51*(1). Retrieved from http://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=1009&context=jste	• Discussion (25 points) • Critical Thinking (75 points)
7	• Chapter 10 in *Making Content Comprehensible*	• Discussion (25 points)
8	• Chapters 8 & 9 in *Making Content Comprehensible*	• Discussion (25 points) • Portfolio (350 points)

Assignment Details

This course includes the following assignments/projects:

> **Note**: If you do not have any ELL students in your classroom, or if you are a pre-service teacher, and an assignment asks you to create and deliver a lesson or some kind of deliverable in a school setting, do your best to follow the assignment instructions by delivering the lesson and/or other deliverable to one or two other students or children you know who are age/grade appropriate for the lesson/deliverable. You could do this through a school volunteer effort, community education course, religious education class, etc. If you are in the education field, or plan to enter it, you should be networking with area districts or education cooperatives in gaining real and applicable experience for this and other courses in your MSTL program.

Module 1

CRITICAL THINKING ASSIGNMENT (75 points)

Teaching Strategy Analysis
Select five teaching strategies, coming from your own experience or stemming from the approaches discussed in the module content this week. Select those that best suit your teaching style, classroom culture, and student population. These strategies may include a specific approach, a specific classroom activity, or a technique involving the presentation of language as discussed in our module content. In graphical format (such as the table below), identify how these approaches are supported by your knowledge of first and second language acquisition, and/or your understanding of the nature of bilingualism and multilingualism.

Additionally, describe how these strategies align with the WIDA standards of English Language Development and with the areas that support language proficiency, such as reading, writing, listening, and speaking. Include the language of the standard to support your description. For instance, you may choose WIDA Standard 1:

Standard 1: English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.

How do your strategies support this standard?

Here is an example of how you could organize your information:

Strategies you could use in your classroom	Support for teaching strategy based on knowledge of L1 and L2 acquisition and/or the nature of bilingualism and multilingualism	Research supports

Cite at least three credible sources; the CSU-Global Library is a good place to find these sources. Ensure that your assignment and citations are formatted according to the *CSU-Global Guide to Writing & APA*.

Additional Considerations for Reflection:
Throughout this course, you will be planning, implementing, and reflecting upon the lessons you have chosen for the Critical Thinking Assignments in Modules 3 and 5, as well as the various ways you are differentiating your instruction for culturally and linguistically diverse (CLD) students. Whether or not you have CLD students in your classes, reflect on the effectiveness of the differentiated strategies you implement, because you are developing instructional approaches to help *all* learners. If you do not have CLD students in your current classes, consider reflecting on potential challenges you may encounter.

Review the Module 1 Critical Thinking Assignment grading rubric for full details on how you will be graded on this assignment.

Module 2

CRITICAL THINKING ASSIGNMENT

Content-area Instruction (75 points)
Create a presentation for colleagues at your school who are, like you, responsible for teaching language and/or content to ELL students. In your presentation, you will need to:

- Define both content-enriched English as a Second Language (ESL) instruction, and sheltered-content instruction (e.g., using the SIOP model). In your definitions, discuss when and why each might be used.
- Next, introduce your school, classroom, and content area, and the English proficiency level of your learners.
- Based on this overview, give examples of when, why, and how you would use content-enriched English as a Second Language instruction and sheltered-content instruction. You may decide to either create these examples or find examples online (e.g., a video or a sample lesson plan) to share with your colleagues.

Finally, make a recommendation to your colleagues. If you were to choose just one approach, which one might make more sense given your target learners, their needs, and your state's language and content standards? Give specific examples of how each of these methods and approaches could be used to develop your ELL's content-area learning in your classroom.

For instance, in looking at WIDA standards 2-5, the intent is to support the content areas, such as ELAR, Math, Science, and Social Studies. Which of these content areas will your presentation support, and what key vocabulary will you develop to support both a linguistic objective and an instructional objective?

Instructional content objectives:
- Are specific
- Are measurable
- Relate to Texas state standards/grade level
- Deal with specific academic content
- Meet the common goal you want students to reach
- Language or linguistic objectives include:
- Content vocabulary
- Procedural vocabulary

- Background vocabulary
- Cognates
- Language skills/interaction
- The language students need to meet the common goal

Key Point to Remember: "What language do students need to complete the assigned task?"
Here is an example of how you would examine subject matter or content versus language or linguistic objectives using SIOP:

Content:
1. Order numbers from least to greatest.
2. Use <, >, or = to make each sentence true.

Language:
Explain to a partner why your statements are true using a number line. Use these sentence patterns:
- x is {greater/less } than y.
- x is equal to y.

English Language Development Standard 2	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.	The language of Social Studies

(Source: Adapted from The English Language Development Standards, Section 1, p. 3 of *WIDA 2012 Amplification of The English Language Development Standards*. Retrieved from file:///C:/Users/owner/Downloads/WIDA_booklet_2012%20Standards%20Strands_web%20(5).pdf)

Your presentation should demonstrate thoughtful consideration of the ideas and concepts that are presented in this course, and provide new thoughts and insights relating directly to this topic. You are required to use a web-based presentation tool, such as Prezi or Google Presentations, for ease of sharing and inclusion in a digital portfolio, or even on your classroom or school website. Your response should reflect graduate-level writing. Ensure that your assignment and citations are formatted according to the *CSU-Global Guide to Writing & APA*, and include at least four credible sources. The CSU-Global Library is a good place to find these sources!

Review the Module 2 Critical Thinking Assignment grading rubric for full details on how you will be graded on this assignment.

PORTFOLIO PROJECT REMINDER
The Portfolio Project due in Module 8 is a comprehensive toolkit. You may wish to begin evaluating how the textbook and module content can assist you in developing your toolkit.

Module 3

CRITICAL THINKING ASSIGNMENT (75 points)

Vocabulary Lesson Plan
In the Module 3 required readings and lecture content, you studied various methods for teaching vocabulary in language-driven, content-driven, and sheltered instructional contexts.

This week, you will develop a lesson that teaches vocabulary in your context (i.e., language-driven, content-driven, or sheltered context) for implementation in the class(es) you teach. Based on the discussion and recommendations from the Module 3 readings, use the **template** (linked in the Module 3 folder) to identify your students, their relevant background knowledge, and your language and content objectives, and then provide a detailed description of the lesson you designed.

Remember!
You will implement this plan, and then reflect on and evaluate the experience for your Module 4 Critical Thinking Assignment. It is important, then, that you allow yourself enough time during Week 4 to teach this new lesson and write the reflection discussed in the Module 4 Critical Thinking Assignment. You will use one template to document the work completed during both modules; begin the template in Module 3 and add to the same template in Module 4.

As you develop your lesson, keep in mind the WIDA standards for English Language Development (ELD):
- Determine **primary approach** to use and provide **rationale** for choice.
- Determine **key technical vocabulary, concept words, and other words** needed to read or write about the topic.
- Consider the **language functions**.
- Decide which **language skills** are needed.
- Identify possible **grammar or language structure** connections.
- Consider the **tasks** students need to complete.
- Explore possible **language learning strategies**.
- Lesson preparation includes:
  - Clearly defined content objectives
  - Clearly defined language objectives
  - Content and concepts appropriate for age and level
  - Supplemental materials
  - Adaptation of content
  - Meaningful activities

Don't forget about the features of Academic Language in the WIDA standards: discourse, sentence, and word/phrase dimension.

Your well-written assignment should be thoughtful and thorough. Ensure that your assignment and citations are formatted according to the *CSU-Global Guide to Writing & APA*, and include at least three credible sources. The CSU-Global Library is a good place to find these sources!

Review the Module 3 Critical Thinking Assignment grading rubric for full details on how you will be graded on this assignment.

Module 4

CRITICAL THINKING ASSIGNMENT (75 points)

Vocabulary Implementation and Reflection
In Module 3, you developed a vocabulary lesson for students in your instructional context. This week you must implement the lesson plan.

Continue using the template you began in Module 3. Complete the section denoted for Module 4. Following the guided prompts outlined in the template, share:
- How you ultimately implemented the lesson
- A self-reflection for continuous improvement

- Implementing new approaches
- Evidence of implementation

Reflection Reminder:
Remember to reflect on the effectiveness of the vocabulary strategies you implement, because you are developing instructional approaches to help all learners. If you do not have CLD students in your current classes, consider reflecting on potential challenges you may encounter.

Include in your reflection which of the WIDA strategies support components you think you used, or might have used, to promote vocabulary development in your lesson.

Figure K: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

(Source: The English Language Development Standards, Section 1, p. 11 of *WIDA 2012 Amplification of The English Language Development Standards*. Retrieved from file:///C:/Users/owner/Downloads/WIDA_booklet_2012%20Standards%20Strands_web%20(5).pdf)

Your well-written assignment should be thoughtful and thorough. Ensure that your assignment and citations are formatted according to the *CSU-Global Guide to Writing & APA*, and include at least three credible sources. The CSU-Global Library is a good place to find these sources!

Review the Module 4 Critical Thinking Assignment grading rubric for full details on how you will be graded on this assignment.

Module 5

CRITICAL THINKING ASSIGNMENT (75 points)

Speaking and Listening Lesson Plan
In the Modules 4 and 5 required readings and lecture content, you studied various methods for teaching listening and speaking in language-driven, content-driven, and sheltered instructional contexts.

This week, you will develop a lesson that teaches speaking and listening in your context, for implementation in the class(es) you teach. (You will integrate both skills into the same lesson in your context; i.e., language-driven, content-driven, or sheltered context.)

Based on the discussion and recommendations discussed in the Module 4 and 5 readings, use the **template** (attached below) to identify your students, their relevant background knowledge, the primary language learning approach and rationale for its choice, and your language and content objectives. Then provide a detailed description of the lesson you designed.

Keep in mind that the WIDA standards emphasize the ability of students to speak and listen in order to communicate for social and instructional purposes, as shown below:

Figure A: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language

(Source: Adapted from The English Language Development Standards, Section 1, p. 3 of *WIDA 2012 Amplification of The English Language Development Standards*. Retrieved from file:///C:/Users/owner/Downloads/WIDA_booklet_2012%20Standards%20Strands_web%20(5).pdf)

Be sure to include course readings, research, or literature to support a lesson design that aligns with this standard.

Remember! You will implement this plan, and then reflect on and evaluate the experience for your Module 6 Critical Thinking Assignment. It is important, then, that you allow yourself enough time during Week 6 to teach this new lesson and write the reflection discussed in the Module 6 Critical Thinking Assignment. You will use one template to document the work completed during both modules; begin the template in Module 5 and add to the same template in Module 6.

Your well-written assignment should be thoughtful and thorough. Ensure that your assignment and citations are formatted according to the *CSU-Global Guide to Writing & APA*, and include at least three credible sources. The CSU-Global Library is a good place to find these sources!

Review the Module 5 Critical Thinking Assignment grading rubric for full details on how you will be graded on this assignment.

Module 6

CRITICAL THINKING ASSIGNMENT (75 points)

Speaking and Listening Lesson Implementation and Reflection
In Module 5, you developed a speaking and listening lesson for students in your instructional context. This week you must implement the lesson plan.

Continue using the template you began in Module 5. Complete the section denoted for Module 6. Following the guided prompts outlined in the template, share:
- How you ultimately implemented the lesson
- A self-reflection for continuous improvement
- Implementing new approaches
- Evidence of implementation
- How were you able to align the standard?
- What strategies did you include to support social language?
- How did you support the instructional objective and the linguistic objective?

Reflection Reminder:
Remember to reflect on the effectiveness of the speaking and listening strategies you implement, because you are developing instructional approaches to help all learners. If you do not have CLD students in your current classes, consider reflecting on potential challenges you may encounter.

Your well-written assignment should be thoughtful and thorough. Ensure that your assignment and citations are formatted according to the *CSU-Global Guide to Writing & APA*, and include at least three credible sources. The CSU-Global Library is a good place to find these sources!

Review the Module 6 Critical Thinking Assignment grading rubric for full details on how you will be graded on this assignment.

Module 8

PORTFORLIO PROJECT (350 Points)

Portfolio Project Summary of Teaching Strategies for Language Acquisition in ELLs: A Tool Kit for Practical Use
Throughout this course, your Critical Thinking and Discussion Board Assignments have involved esigning/redesigning certain elements of a lesson on a specific topic you teach, or will teach, in your content area or your expertise, using differentiated instruction for CLD students. The culmination of these experiences will serve as the basis for your analysis and discussion in this final Portfolio Project. It is important that you account for instructor feedback on *all* of the Critical Thinking and Discussion Board Assignments in the final draft of your project.

Below is a list of main topics from your Critical Thinking and Discussion Board Assignments. Within the context of this list, create a toolkit of all the approaches, methods, strategies, and techniques you can implement to meet the needs of your ELL students, specific to your grade level and content areas.
Consider this a tool that you can use, share with colleagues, and refer to when planning future lessons to ensure your continued use of effective instructional approaches, taking into account findings from language acquisition theory for English language learners.

To build this kit, you can use any online website creation tool (e.g., Google Sites, Weebly, Wix, Edublog, or wikis); however, you will want to make sure that it is compatible with, or can be linked from, your school's website. (Again, the point is to share what you learn and to be able to use it in a few clicks!) Bear in mind that you may have *already developed* a professional website or wiki, or some other source-sharing site, in another ELL course or other courses within the MSTL program; feel free to use and build upon an existing site if you have one. This website needs to be public, and the instructor needs to have easy access. To help you get started, the following tutorials may be useful:

- Directions for creating a Google Site: https://support.google.com/sites/answer/153197?hl=en
- Beginner's Guide to Weebly: https://hc.weebly.com/hc/en-us/articles/201704087-Beginner-s-Guide-to-Weebly
- Create a Wix website (video tutorial): http://www.youtube.com/watch?feature=player_embedded&v=5rGT8MkBVXw
- Getting Started with Edublog: http://help.edublogs.org/getting-started-with-edublogs/

Items to include in your summary/toolkit/cheat sheet:

- **Language and Content:** Incorporate findings from second language instruction (Module 1 Critical Thinking Assignment), as well as content-based teaching approaches (Module 2 Critical Thinking Assignment), to support ELL students in your class.
- **Grammar and Vocabulary Approaches:** Incorporate appropriate grammar and vocabulary methods that will support students' cognitive processes and assist in building background knowledge for content-area instruction for ELLs (Module 3 content, Module 3 Discussion Forum, Module 3 Critical Thinking Assignment).
- **Speaking Approaches:** Incorporate appropriate methods to develop ELLs' oral language skills, given their content area and stage of second language acquisition (Modules 1 and 2 Critical Thinking Assignments, Module 4 Discussion Forum, Module 5 Critical Thinking Assignment).
- **Listening Approaches:** Incorporate appropriate methods to develop ELLs' listening skills, given their content area and stage of second language acquisition (Modules 1 and 2 Critical Thinking Assignments, Module 5 Discussion Forum, Module 5 Critical Thinking Assignment).
- **Writing Approaches:** Incorporate appropriate methods to develop ELLs' writing skills, given their content area and stage of second language acquisition (Modules 1 and 2 Critical Thinking Assignments, Module 6 Discussion Forum).
- **Reading Approaches:** Incorporate appropriate methods to develop ELLs' reading skills, given their content area and stage of second language acquisition (Modules 1 and 2 Critical Thinking Assignments, Module 7 Discussion Forum).
- **Learning Environment Impact:** You may also include the impact that the physical class setting, along with teacher and other student attitudes, will play in your instruction (Module 8 Discussion Forum).

- **Alignment with the WIDA standards. Incorporate how to use these standards to support WIDA linguistic and instructional objectives.**

Your toolkit must include:

- One or two strategies for each of the seven (7) parts listed above
- Research to support your choices
- Research to support your reflection concerning the rationale for your choices

Remember that in the Critical Thinking Assignments in Modules 4 and 6, you reflected upon, and evaluated, your lesson plan revisions, using the course textbook and outside research to support your choices and reflection. The CT assignments should also be used to help you develop your analysis for this final project.

In addition to your toolkit, you must write a final, 1- to 2-page reflection on the use of research-based practices in addressing the needs of English language learners, taken from your continuous improvement reflections after teaching each lesson and the course overall. Add a rationale for your choices and support it with research. Cite any sources according to *CSU-Global Guide to Writing & APA*. You are welcome to create a space for these reflections on your site; however, you should write your reflections in an MS Word document that you can upload for this assignment.

Your final project should:
- Cite at least six sources. You can cite the course textbook/readings, as well as outside sources, to support your ideas with research-based practices. The CSU-Global Library is a great place to find these sources!
- Be well-written
- Be 10-16 pages in length
- Be formatted according to the *CSU-Global Guide to Writing & APA*

To submit your toolkit, copy the URL to your site and paste it into your reflection. Upload that document to submit your total assignment.

Review the Portfolio Project grading rubric for details on how this assignment will be evaluated.

Course Policies

Course Grading

20% Discussion Participation
45% Critical Thinking Activities
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA* for percentage of repurposed work that can be used in an assignment), unauthorized possession of

academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.