**Legal and Ethical Environment of Business**
**BLAW 3430.401**
**Fall 2026 8w1**
**August 17–October 9, 2026**

## Instructor information

Adam T. Whitten

- Email address: adam.whitten@unt.edu
  - I teach multiple 3430 sections, so please include the class section "3430.401" in the subject line.
  - Canvas messages and email will be the best way to contact me, although never assume that just because you have sent me an email that I have received it. I will endeavor to answer each email as soon as possible. If you have not had a response to your question within 36 hours, it will not hurt my feelings if you send me a brief reminder.
  - Feel free to also find me on MS Teams and send a text/chat
- Office Location: Business Leadership Building 367B
- Office Telephone: 940-565-3054
  - If I am unavailable when you call, please leave a voice message with a brief message, including a callback number.

## Class time and location

Class time: Online asynchronous
Class location: Online asynchronous

## Student hours

You have likely referred to these as "office hours." But I use "student hours" because I want to make clear that this is time for students to engage with me. You do not need to make an appointment with me for this time. It will be first come, first served.

- **Zoom: Mondays 2:30-3:30 p.m.**
  - https://unt.zoom.us/j/85668279774
- **In-Person: Wednesdays 3:45-4:45 p.m.**
- **By appointment (in-person or Zoom)** (We can always coordinate a time to meet that works for us both)

## What we'll be learning

The historical, economic, political, and ethical bases of contracts and sales, including the Uniform Commercial Code, and the impact of regulatory agencies on business enterprises.

## How we'll learn together

This course is designed to be online asynchronous. You may principally self-pace this course, although there will be regular, optional check-ins for you to raise any questions, comments, or concerns you may have. Despite the self-paced format of the course, you must complete all modules by the end of the semester, and all assignments by their respective due dates.

## How to demonstrate your learning

The course objectives of BLAW 3430 are:

1. Explain the legal environment in which businesses operate
2. Compare and contrast the business formation options
3. Describe how contracts are formed and enforced
4. Identify legal risks encountered by businesses
5. Analyze how governmental regulation impacts businesses
6. Assess ethical and social responsibility issues facing businesses
7. To improve oral and written communication skills.

**Notice regarding F-1 Visa Regulations**: Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (DOC) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

## What Book You Need

**Good news!! You do not need to purchase any textbooks.** Instead, we will be using several online, open-source textbooks. These are linked below. I will also provide hyperlinks to the relevant chapters of the books as we work through the class. If you would like a paper copy, each of these books is available in downloadable PDF format from their respective websites.

- Business Law: A Risk Management Approach (Second Edition) (Jeff Lingwall 2022), Boise State University eCampus Center (Pressbooks.com)
    - We will refer to this as "Lingwall"
- Business Law, Ethics, and Sustainability, (Andrew J Hosmanek; Brendan Smith; and Michael Dayton 2022), University of Iowa OpenHawks OER (Pressbooks.com)
    - We will refer to this as "Hosmanek"
- Business Law I – Interactive, (Melanie Morris & Megan Dempsey 2024), Raritan Valley Community College (Pressbooks.com)
    - We will refer to this as "Morris"

I will also occasionally link to other online texts or sources in specific modules. But the key thing is that none of the reading in this class is paywalled.

What is an open-source textbook? For our purposes, and probably most important to students, it is free. You access the text just like any website. If you'd like to know more, UNT Library has a guide to Open Educational Resources.

## Technology Requirements

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and on independent websites. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

Exams will be via Canvas using Lockdown browser and Respondus webcam. Please make sure your computer is capable of running these programs.

A web camera or a laptop with integrated camera is required for all exams. It is your responsibility to obtain a properly functioning computer and camera for exams. Your test score will be invalid without a functioning camera. All exams will be administered through Canvas using Respondus Lockdown Browser with Camera option. Respondus Lockdown browser can be downloaded through your Canvas account'

**Important**: ***"Internet problems" is not generally an excuse for missed work, particularly in an online course.*** Make sure that you have a consistent, functioning internet connection. It is the student's responsibility to ensure they have an appropriate work and study environment, including working internet.

## Special note on copyright:

The online textbooks all use what is called a Creative Commons license. Each of these textbooks contains the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Under this license, users are able to share and adapt these works so long as users provide appropriate credit, do not use the materials for commercial purposes, and ShareAlike, i.e., anything adapted from the materials must be distributed under the same license.

I also will also regularly reference the Cornell Law School Legal Information Institute's website. The text of the law that Cornell shares is in the public domain, but some of the style or formatting may be covered by Cornell Law School's licensing under CC BY-NC-SA 2.5Links to an external site.. This is a similar, but older, version of the 4.0 license, with, for our purposes, the same requirements that users may share and adapt these works so long as users provide appropriate credit, do not use the materials for commercial purposes, and ShareAlike, i.e., anything adapted from the materials must be distributed under the same license.

Some Videos or PDFs shared in this course may contain portions of federal, state, and local laws, statutes, rules, and ordinances. Of these, many are snipped from court websites; other websites of information in the public domain; and some are pulled from other websites. With these materials, I may note specific instances of copyrighted material where appropriate.

## How to Succeed in this Course

The most important action you can take to succeed is to do at least a little bit every day. Law is, usually, not something students can pack into an all-nighter or "cram" session. The modules are designed with this in mind: the more passes over the material, the more likely it is you will retain the knowledge.

The other most important action you can take is to stay connected with me and your classmates. I maintain regular student hours (which you may have also called office hours) for you to come in without an appointment to discuss any class-related issues you may have. And I'm glad to make appointments that fit our respective schedules if these times do not work.

## Student hours and communication:

Student hours (some professors call this "office hours") is time for you to drop in and ask questions about the material (or really anything!). You do not need to make an appointment with me for this time. It will be first come, first served.

- **Zoom: Mondays 2:30-3:30 p.m.**
  - https://unt.zoom.us/j/85668279774
- **In-Person: Wednesdays 3:45-4:45 p.m.**
- **By appointment (in-person or Zoom)** (We can always coordinate a time to meet that works for us both)

What are some reasons to stop by during student hours? You can ask for clarification on content or an assignment, help me get to know you better as a learner/person, discuss career paths you may be considering, or any number of reasons. Your success is my goal! Note that student hours are not the time to take missed notes. I expect you to bring substantive questions after you have attempted the material.

For communication, I welcome both Canvas messages and emails. I prefer Canvas messages over email simply because it helps keep me a little more organized. If you do email me (which is encouraged!), you must use your UNT email when reaching out to me; I will not respond to non-UNT email addresses. You must include the course and section (e.g., "BLAW 3430.007") in the subject line or I may not respond to your email.

Although I try to check my email at least twice a day, I do not always check emails at frequent intervals during the day, or I may not have time to provide a full response. Nevertheless, I make every effort to respond to an email within 12 business hours during weekdays.

If you send me an email after 5:00 p.m., I will most likely not respond until the next business day. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated!

## Some other things to keep in mind:

1. DO read the syllabus and the assignment guidelines carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course.

2. This class is run through Canvas. You MUST check your Canvas regularly. I will send class emails and announcements to your Canvas account so you either need to access that account regularly or forward your email to another account that you use. You will miss extremely valuable information if you do not check the notices I send.

3. At the end of the semester, do NOT ask me to change your grade. That would be unethical and unfair to every student that has earned his/her given grade.

4. I am here for you. Please consult with me with any questions or concerns. I want each of you to enjoy this class and learn the material. Success in this course your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. Every student has the potential to succeed in this class.

5. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification to you all is one way for me to do that.

6. Students are expected to keep up with the readings and participate in class. In addition to the readings listed in the syllabus, there may be additional readings assigned that will be posted on Canvas. If you do not regularly check Canvas, you will miss essential information such as handouts and announcements. Many of these additional resources are not required, but simply recommended to help you better understand the concepts and topics discussed in class. If a handout or resource is not marked required, it is only recommended.

## Rules of engagement

Rules of Engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication uses cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, state, or local law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings.
- Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps when communicating online, as this may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be difficult to interpret online.
- Avoid using "text-talk" or "text-speak" unless permitted by your instructor.
- Always proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type, and always review your posts before clicking "submit."

See more information on Engagement Guidelines at Online Communication Tips | University of North Texas

## Our learning community

It is my goal to create an inclusive learning environment. Every student should feel supported in sharing their unique perspective and be treated with respect. You are an integral part of our learning community, and your viewpoint and perspective are valuable to your fellow learners. Through our group discussions, you'll have opportunities for collaboration, so your participation is essential to not only your learning but your fellow team members. For you and your teammates to get the most out of the course, please do your part by participating fully, sharing your insights, and doing so by the deadlines provided. When connecting with me and your fellow students, please keep an open mind and communicate in a respectful manner. We don't all have to agree, but we can learn from one another's unique perspectives. I encourage you to review UNT's student code of conduct so that we can all start with the same baseline of understanding.

## Student AI Use Policy

### Use of AI Tools in the Legal Context

Students may use machine learning/generative artificial intelligence programs ("AI tools") (for example, Chat-GPT, Microsoft Copilot, Claude AI, or Google NotebookLM) as aids when studying for this course. I find these tools useful in my personal and professional roles, so students are likewise able to make use of these tools. In fact, I made use of AI tools in preparing aspects of this course.

But students should never use AI tools as substitutes for a student's critical engagement with the material. The best use of AI tools in this class will be as supplements to learning. For example, you can use AI tools to generate flashcards, study questions, or compile a glossary of legal terms you are unfamiliar with.

***Warning:*** It is vitally important to remember that AI tools are not trained attorneys and do not understand the nuances of the legal concepts we will encounter in this course. You will not do well in this course if you offload your critical thinking to AI tools. AI tools are really good at sounding correct, not actually being correct, particularly with the law.

There are numerous examples of attorneys using AI tools uncritically, which have resulted in embarrassing at best and sanctionable at worst consequences. (*See e.g.*, Lawyers in Walmart lawsuit admit AI 'hallucinated' case citations (Reuters), Another lawyer faces ChatGPT trouble (Legal Cheek), and ChatGPT: US lawyer admits using AI for case research (BBC)).

AI tools tend to produce inaccurate or incomplete outputs and dispense incorrect facts and fake citations. Image generation models tend to not product complete images with text and can produce highly offensive work product. If you choose to use generative AI in this course, you will remain responsible for any inaccurate, biased, offensive, or otherwise

unethical content you consult or submit, regardless of whether it originates from you directly or generative AI.

Therefore, to encourage student learning and success, I think it is important to set a clear guideline for the use and misuse of these tools.

### You are allowed to use AI tools for the following purposes:

Students should be mindful of the limitations of these tools in the context of our course. AI tools cannot be trusted to provide correct answers to direct questions about the legal concepts we will be encountering. I want students to engage with the material and not simply learn to prompt AI tools for an answer without critical thinking. Therefore, students may use AI tools:

- to generate study guides,
- to generate personal discussion questions,
- to summarize concepts after reading the required texts,
- to produce hypothetical situations meant to highlight the concepts we cover,
- to prepare a glossary of unfamiliar terms, and
- to otherwise use AI tools in a way that encourages students to engage with the required coursework.

Because nearly all of the material in this course is open-source, public domain, or otherwise not copyright restricted, students should feel free to use any open-source materials unless otherwise noted or prohibited. Students should be mindful of using AI tools where copyright restricts or disallows its use.

### You are NOT allowed to us AI tools for the following purposes:

There are some situations where student use of AI tools is not only counterproductive but actively harmful student learning. Therefore, students are strictly prohibited from:

- directly inputting into any AI tool any questions from any assignments in this course,
- any use of AI tools where directly prohibited in assignment instructions,
- using any AI tools when completing any exam or assignment, and
- using any AI tools when engaging in discussion posts, unless otherwise expressly allowed. This includes use of AI tools:
    - to generate text for submission,
    - to generate initial (or final) responses to a prompt, and

- to provide brainstorming, planning, organizing, or proofreading a student's own work product before submission.

I have this policy because, as already noted, AI simply cannot be trusted to provide a correct answer to legal questions. AI is not actually intelligent, especially in the context of a course on the law.

### Disclosure Statements

Because we have set clear guidelines, I trust students to police themselves on the use of AI tools. I therefore do not require students to disclose to me when they use AI tools unless otherwise expressly requested.

### Consequences for Violations of this Policy

Any student found to have violated this policy will be reported for academic integrity violations. I consider unauthorized use of AI tools as outlined in this policy a violation of the UNT policy on student academic integrity (UNT Policy 06.003) as a form of "unauthorized assistance" that constitutes "cheating." Instances of prohibited use of AI shall be referred to the Office of Student Success's Academic Integrity department.

If you have any questions or concerns about your or a classmate's use of AI tools, ask. I would much rather us have a discussion than go through the hassle of academic integrity referrals. My job is to teach, not to jam up students.

## Class schedule

This class is online, asynchronous. For the most part, it is self-paced through guided modules, with noted due dates. Modules will consist of stated learning objectives and readings, followed by an assessment at the end of the module. You should complete each module in sequence before proceeding to the next module. After completing several modules, there will be an exam covering the preceding modules.

Because this is an online, asynchronous course, your attendance and engagement are what you make of it. There will be discussion posts, and I am always a Canvas message or an email away.

I have profound respect for students who are balancing the demands of their coursework with the responsibilities of outside responsibilities such as work and caring for family members. If you run into challenges, please contact me as soon as possible. There may be some flexibility we can offer to support your academic success.

I am freely available for Zoom conferences, both individually and if you'd like to have a group meeting.

| Module | Topic | Readings | Assignments |
|---|---|---|---|
| 1 | Introduction to the Law | Morris Chapter 1 | • Module 1 Assessment (Practice Only) |
| 2 | Ethics and Social Responsibility of Business | Lingwall, Chapter 3<br>Lingwall, Business Ethics: 100 Questions, Chapter 5 | • Module 2 Assessment<br>• Discussion Post #1 |
| 3 | Courts and Jurisdiction | Morris Chapter 2<br>• Read 2.1, 2.2, 2.3, 2.4, and 2.5<br>***OR***<br>Lingwall Chapter 4<br>• Stop reading about halfway through at the paragraph heading "How a Case Proceeds." | • Module 3 Assessment |
| 4 | Judicial and Alternative Dispute Resolution | Morris Chapter 2<br>• Read 2.6, 2.7, and 2.8<br>Morris Chapter 3<br>***OR***<br>Lingwall Chapter 4<br>• The second half | • Module 4 Assessment |
| 5 | Constitutional Law | Lingwall Chapter 5 | • Module 5 Assessment |
| 6 | Administrative Law | Lingwall Chapter 6 (6.1 to 6.4) | • Module 6 Assessment |

| Module | Topic | Readings | Assignments |
|---|---|---|---|
| **Exam #1: Modules 2-6** | **Exam and All Assessments Due August 28** | **N/A** | **Exam #1 and Module 2-6 Assessments Due** |
| 7 | Introduction to Contracts | Morris Chapter 5<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 7 Assessment |
| 8 | Offer and Acceptance | Morris Chapter 6<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 8 Assessment<br>• Discussion Post #2 |
| 9 | Genuineness of Assent | Morris Chapter 10<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 9 Assessment |
| 10 | Consideration | Morris Chapter 7<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 10 Assessment |
| 11 | Capacity and Legality | Morris Chapter 8<br>Morris Chapter 9<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 11 Assessment |
| **Exam #2: Modules 7-11** | **Exam and All Assessments Due September 11** | | **Exam #2 and Module 7-11 Assessments Due** |

| Module | Topic | Readings | Assignments |
|---|---|---|---|
| 12 | Written Contracts | Morris Chapter 11<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 12 Assessment<br>• Discussion Post #3 |
| 13 | Third Party Rights and Discharge | Morris Chapter 12<br>Morris Chapter 13<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 13 Assessment |
| 14 | Breach of Contract and Remedies | Morris Chapter 14<br>***Note:*** Lingwall Chapter 9 covers many aspects of Contracts. | • Module 14 Assessment |
| 15 | Product Liability and Warranty | Lingwall Chapter 10 | • Module 15 Assessment |
| **Exam #3: Modules 12–15** | **Exam and All Assessments Due September 25** | **N/A** | **Exam #3 and Module 12–15 Assessments Due** |
| 16 | Agency and Employment Law | Hosmanek Chapter 13 | • Module 16 Assessment |
| 17 | Employment Discrimination | Hosmanek Chapter 14 | • Module 17 Assessment |
| 18 | Business Entities | Hosmanek Chapter 12 | • Module 18 Assessment |

| **Module** | **Topic** | **Readings** | **Assignments** |
|---|---|---|---|
| 19 | Wills, Trusts, and Estates | Selected readings in Canvas | • Module 19 Assessment<br>• Discussion Post #4 |
| 20 | Torts | Lingwall Chapter 8 | • Module 20 Assessment |
| **Exam #4: Modules 16–20** | **Exam and All Assessments Due October 9** | **N/A** | **All Exams and All Assessments Due** |

CONSULT OFFICIAL, CURRENT UNIVERSITY CALENDAR FOR ADD/DROP, WITHDRAW AND OTHER KEY DATES, WHICH IS INCORPORATED HEREIN BY REFERENCE AS IF COPIED AT LENGTH HEREIN.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the Emergency Notifications and Procedures Policy (https://policy.unt.edu/policy/06-049).

## Policy for modification of deadlines, missed exams, and requests to retake assignments

**Please note that late work is not accepted except in very rare circumstances. Students must have a demonstrated, documented need for a change in due dates. Because of the asynchronous nature of this class, deadlines are strict.**

The deadlines in this class are important to maintain the best learning opportunities and environment. I therefore treat these as firm deadlines. I will not accept late work or grant extensions on any assignments without good cause shown. Nevertheless, I understand that life happens. In the event you request a modification of an assignment's deadline, or if you miss an exam, my framework for whether I grant or deny a modification/make up exam is:

As soon as practical, the student must make a written request via Canvas or email outlining the following three factors:

1. the failure to timely complete the assignment was not intentional or the result of conscious indifference, but was the result of an accident, mistake, or outside influence not within the student's control;
2. the request for an extension provides a sufficient reason for granting the extension; and
3. granting the extension will occasion no delay or otherwise prevent full completion of the coursework.

All documentation (e.g., doctor's note) related to the request must be submitted with 48 hours of the request.

Examples of situations in the past that I have allowed new deadlines or make up exams: university-sponsored travel (e.g., extracurricular student groups, student athletes); job interviews or career fairs; travel that was both planned and pre-paid before the start of the semester; personal or family illness or death in the family; weddings if the student is part of the wedding party or the wedding is an immediate family member (brother/sister, not cousin); motor vehicle collisions.

Examples of situations in the past that I have not allowed new deadlines or make up exams: student did not contact me timely; student did not provide sufficient documentation in a timely manner; student chose to take remote exams out of state/country; student overslept or forgot about the exam; scheduled for work (I know this seems harsh, but you have all the deadlines right now and it is your responsibility to coordinate your work schedule with your employer); student attending a bachelor party (yes, someone really did ask).

## How You Will Be Graded and Assessed

Grades will be determined according to the following:

| Assignment | Percentage of Final Grade |
|---|---|
| Exams | 50% |
| Module Assessments | 30% |
| Discussion Posts | 20% |
| | **Total: 100%** |

The following grading scale will be used:

90–100% ..... A
80–89% ..... B
70–79% ..... C
60–69% ..... D
Below 60% ..... F

### Exams

Exams cover multiple modules after proceeding through several modules. Exams will be a combination of multiple choice and true/false. **They will not be cumulative; the exams will only cover material from the preceding modules.** Each exam will be 50 questions, multiple choice/true-false. ***Students are strictly prohibited from using AI tools during exams.***

All exams are required. I will not drop any exam scores.

**Exam Procedures:** All exams will make use of the Respondus Remote Lock Down Browser with Camera option to mitigate against student academic misconduct. Students will have 100 minutes to complete the exam.

Each exam will be due on the date stated in the syllabus. You can, however, complete the exams through the end of the semester for 75% of earned points. So if you miss some deadlines, it will not totally destroy your grade.

***All incomplete exams will receive a grade of zero if not completed by the end of the semester.***

**Use of Exam Aids:** I allow each student to use one half-sheet of standard 8.5" x 11" printer/notebook paper on the exams (i.e., fold a piece of paper in half). The paper **MUST** be **handwritten** by the student taking the exam. The card may be written front and back. I

require that students turn in their exam aid to me after the exam. The card **MUST** have the **student's name and class section** on it (e.g., Adam Whitten BLAW 3430.401).

**Makeup Exams:** Makeup exams must be approved according to the class policy on late/makeup work. All makeup exams will be entirely written questions.

## Module Assessments

There will be one assessment at the end of each module (note: these are different than the exams, which cover multiple modules). The assessments will be 20 questions, multiple choice and true–false. You will have 25 minutes to complete the assessments. You will have two attempts, after which I will take the highest score. The assessments are closed notes and will be taken through Lockdown browser. ***Students are strictly prohibited from using AI tools during assessments.***

Each module assessment will be due on the same day as the exam that covers that material. You can, however, complete those assessments through the end of the semester for 75% of the points. So if you miss some assessment deadlines, it will not totally destroy your grade.

***All incomplete module assessments will receive a grade of zero if not completed by the end of the semester.***

I will drop the lowest three assessment scores at the end of the course.

## Discussion Posts

Students will be asked to engage in regular discussion posts, which will ask students to evaluate and comment on legal issues, as well as comment on and engage with other students' posts. The discussion posts will have associated rubrics for grading and guidance.

## AACSB Quizzes—Required Extra Credit

The class will take two comprehensive quizzes to evaluate overall student performance. These separate quizzes are promulgated by the Association to Advance Collegiate Schools of Business. The UNT G. Brint Ryan College of Business will collect these quiz scores for data purposes only. These quizzes will not negatively impact a student's overall grade. However, they will be used for extra credit purposes.

There are two AACSB Quizzes in Canvas, one at the beginning of the course and one at the end of the course. **Each AACSB quiz is worth 5 points, for a total 10 points. These 10 points can be added to your final grade (equal to 1 percentage point on your final grade).** In other words, if you score a total of 70%, you will add 0.7 to your final grade. A 79.5 becomes an 80.2, bringing you from a C to a B.

During the semester there *might* be opportunities for extra credit. I will announce them far enough in advance so that you may plan accordingly. In fact, to show that you're paying attention and reading the syllabus, any student who emails me between Monday, August 17, 2026, at 8 am to Thursday, August 27, 2026, at 11:59 pm with the subject heading "BLAW 3430.401 Animal" naming your favorite animal and explaining why with 1-2 sentences will receive one (1) extra credit point on Exam 1.

## Use Your Resources!

We all need additional support from time to time. Don't suffer in silence or feel you have to go at this alone. University life is filled with challenges! UNT has so many great resources to support you.

UNT strives to offer you a high-quality education and a supportive environment, so you learn and grow. As a faculty member, I am committed to helping you be successful as a student. To learn more about campus resources and information on how you can be successful at UNT, go to unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

### Office of Disability Access

The University of North Texas makes reasonable accommodation for students with disabilities. Students needing a reasonable academic accommodations must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student's specific needs in a course. Students may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to meet with faculty regarding their accommodations during office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access). You may also contact ODA by phone at (940) 565-4323.

### Additional Resources

I encourage you to take advantage of the many resources UNT has to offer students, including (but not limited to):

- UNT's Counseling and Testing Services can provide psychological counseling and academic testing.
- UNTWell provides FREE individual and group counseling as well as a vocational assessment.
- UNT Food Pantry is a great resource if you or someone you know experiences food insecurity.
- Academic Success Center can support you in your academics.

## ACADEMIC INTEGRITY STANDARDS AND SANCTIONS FOR VIOLATIONS

Please note the Student Honor Code: "I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by UNT Student Academic Integrity Policy, 06.003 (https://policy.unt.edu/policy/06-003). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."

The G. Brint Ryan College of Business takes academic honesty seriously. So do I. Ethics and integrity are important business values, essential to building trust, and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree, and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers, or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale "cutting and pasting" from other

sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams.

Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

According to UNT Policy 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Academic sanctions will range from a warning to a failing grade in the course.

## 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 deanofstudents.unt.edu/conduct.

## ACCESS TO INFORMATION – EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to your Eagle

Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

## EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

## EMERGENCY EVACUATION PROCEDURES FOR BUSINESS LEADERSHIP BUILDING:

- Severe Weather In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 070, 090, and the restrooms on the basement level or in rooms 170, 155, and restrooms 122, 182 or 183 on the first floor.
- Bomb Threat/Fire In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

## RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information

Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

## STUDENT PERCEPTIONS OF TEACHING EFFECTIVENESS (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu

## SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. You are not alone. We are here to help.