

# INDS 3060 COMPLEX AND SYSTEMIC THINKING

## I. KEY INFORMATION

**Section:** 501

**Class Meeting:** Tuesday 6:00 – 8:50PM

**Location and Instruction mode:** Frisco Hall Park B 122; face-to-face; synchronous; and asynchronous

**Instructor:** Dr. Brian Sauser, Professor

**Email:** brian.sauser@unt.edu

**Office hours:** Tuesday 5:00pm – 6:00pm or by appointment

## II. REQUIRED TEXT AND SOFTWARE

### A. TEXT

Boardman, J. and B. Sauser. 2013. *Systemic Thinking: Building Maps for Worlds of Systems*. Wiley & Sons. ISBN-13: 978-1118376461

Meadows, Donella. 2008. *Thinking in Systems*. Chelsea Green Publishing. ISBN-13: 978-1603580557

***These books are available for free in e-version at the UNT library as an online resource. They can also be purchased through most online book sellers.***

### B. SOFTWARE

You will want to download the following software. It is free. All the assignment can be completed with alternative software, but this is the right tool for the job.

***<https://vensim.com/>***

## III. DESCRIPTION

Builds upon a conceptual foundation of thinking constructs to ensure that systems are properly defined, conceived, and realized. Emphasizes perspectives, frameworks, role of paradox, and connectedness to enable people to see the bigger picture; one in which owners, solvers, solutions, problem-solving methods, and problem descriptions are portrayed as a whole systems for resolving complexity. Students will play an active role in learning through live projects, class exercises, class discussions, dialogue with guest speakers, participating in industry visits. Prerequisite(s): none

## IV. LEARNING OUTCOMES

### A. OUTCOMES

The following Learning Outcomes are introduced in this course:

- **Systems** – the ability to analyze and evaluate alternative system designs based on technical and non-technical criteria
- **Critical and Systemic Thinking** – the ability to employ the concepts of connectedness, relationships, and wholeness for problem-solving

### B. OBJECTIVES

- Employ an understanding of complex and systemic thinking constructs.
- Explore and use different complex and systemic thinking description languages.
- Understand and explore the role of frameworks in complex and systemic thinking and practice.
- Examine and discuss the “new” emergence of the systems phenomenon.

### C. CORE COMPETENCIES

As an integral part of the core curriculum you will develop and demonstrate the core competencies of Critical Thinking, Creative Thinking, and Problem Solving.

**Critical thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Creative Thinking** is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

**Problem solving** is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

## V. MATERIALS

### A. ADDITIONAL BOOKS/READINGS

Readings will be provided by the instructor via Canvas. Experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment *before* coming to class.

### B. LECTURE NOTES

These are the PowerPoint slides located on the class web site. They will be provided no less than one hour before class, so be prepared to take notes. In any event, they may or may not be used (in whole or part) during a lecture. They are for you to review and absorb, and are viewed as another reading for

you. You will also be responsible for their understanding as it relates to the course content and the lecture topics. During class, material in addition to the readings and PowerPoint slides could be covered, so it is strongly recommended that you take thorough notes.

### C. DISCUSSIONS

You are encouraged to actively participate in the lectures. For example, if you are not clear about a concept being discussed in the class, please ask questions. Asking questions is considered a very important form of class participation. Also, if you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class. A “wisdom of the crowds” approach to in-class learning, where the instructor and the student become one of the same, is very important to the success of this class.

### D. CASE STUDIES AND CURRENT EVENTS

We will use case studies and current events to pontificate about innovative thinking on topics related to this class. These discussions will give us, as a class, a chance to exhibit our thinking individually and collectively.

## VI. CLASS ATTENDANCE AND PARTICIPATION

*Class attendance is strongly encouraged because you will be called upon to answer questions, discuss case assignments, and to comment on key concepts. Missing these opportunities may result in a reduction in your final grade.*

You are responsible for all material covered during class, including changes to the syllabus, course schedule, and course materials. If you must miss a class, you need to make the necessary arrangements to obtain any missed material or lecture notes from other students in the class. Missed lecture material will not be supplemented.

While you are strongly encouraged to attend every class, it is understood that circumstances beyond your control can impact perfect attendance. **If you are unable to attend a class, you must notify the professor prior to class via email with a brief explanation why you cannot attend. The professor will take this into consideration to determine if it will impact your grade for any in-class assignments and determine a remediation plan for anything missed. If online attendance is possible, participation will be determined on a case-by-case approval.**

## VII. ASSIGNMENTS

### A. WORLDS OF SYSTEMS WEEKLY

On the day after class, a newsletter will be posted on Canvas entitled, *Worlds of Systems Weekly*. It will contain reminders for the coming events, task, or assignments, and news item from current events (“Systems in the News”). You will be responsible for reading the news event and becoming familiar with the topic in preparation for discussions and in-class activities at the next class.

## B. HOMEWORK ASSIGNMENTS

You will perform a series of assignments that build upon your working with a system of interest. All of these assignments are detailed on Canvas under Assignment. Each assignment must be completed the day before the next class.

## C. FINAL PRESENTATION

You will give a final presentation that demonstrates your learning this semester. The presentation requirements are as follows:

- This shall be a summary presentation of your System of Interest.
- The presentation shall contain a title slide which shall include at a minimum names and title.
- The presentations shall be 5 minutes in length. Presentations past 5 minutes will be penalized.
- The question and answer period shall be 5 minutes.
- Attire shall be business casual or professional.
- The presentation shall demonstrate evidence of systemic thinking and original thinking.
- The presentation shall demonstrate evidence of principles, frameworks and techniques covered in class having been well understood and clearly articulated.
- The presentation shall contain a system dynamics diagram of the System of Interest.

## D. SPOT EVALUATION

I truly value the feedback I receive from students in the classes I teach. It helps me become better at my job and serve the customer (aka the student). I am less concerned about the impact my assessment scores mean to my performance evaluation for the university, but about what they mean to giving the customer a quality product. While you are welcome to visit with me and provide personal, verbal feedback, UNT utilizes the Student Perceptions of Teaching (SPOT) system. To promote (group) participation, there is a point value in the grading for completing the SPOT evaluation. Because I cannot know who completed the evaluations, I cannot know who to award the actual points too individually. Thus, while you will get an individual score for this assignment, it is a group effort that will determine your score:

- If < 20% of the class completes the SPOT evaluation, everyone in the class will get 0 points.
- If 20-39% of the class completes the SPOT evaluation, everyone in the class will get 2.0 points.
- If 40-44% of the class completes the SPOT evaluation, everyone in the class will get 5.0 points.
- If 45-49% of the class completes the SPOT evaluation, everyone in the class will get 6.0 points.
- If 50-59% of the class completes the SPOT evaluation, everyone in the class will get 8.0 points.
- If 60-69% of the class completes the SPOT evaluation, everyone in the class will get 9.0 points.
- If > 70% of the class completes the SPOT evaluation, everyone in the class will get 10 points.

## VIII. GRADING

Every assignment should be completed with a level of effort that you consider to be your BEST. You should fully understand what is **YOUR BEST**. You should not complete an assignment based on what you

think the professor wants, you should deliver a product that represents your BEST effort and fulfills or exceeds the requirements as specified. So, as long as you do your BEST, the grade does not matter, and you will get the grade you deserve.

**A. GRADING SCALE**

The grading scale is guaranteed. You will receive no less than the grade listed within the appropriate interval. The professor reserves the right to adjust the grading scale in favor of the class if warranted. The points assigned to each grade comply with the points identified in the UNT Catalog.

Assignment	Point Value
<b>Worlds of Systems Weekly Discussion</b>	20
<b>Choose a System of Interest (Sol)</b>	5
<b>CATWOE Analysis</b>	20
<b>Conceptagon Analysis (Part 1)</b>	20
<b>Conceptagon Analysis (Part 2)</b>	20
<b>Stock and Flow</b>	20
<b>Feedback Loops</b>	20
<b>Why Systems Work so Well</b>	20
<b>Why Systems Surprise Us</b>	20
<b>Finding the Traps and Opportunities</b>	20
<b>Performing an Intervention</b>	20
<b>Final Presentations</b>	35
<b>SPOT Evaluation</b>	10
<b>Total</b>	<b>250</b>

Letter Grade	Point Value
<b>A</b>	225 – 250
<b>B</b>	200 – 224
<b>C</b>	175 – 199
<b>D</b>	150 – 174
<b>F</b>	<150

**B. ASSIGNMENT FORMATS AND DUE DATES**

You are expected to approach each assignment with the professionalism required in the “business” world by fulfilling your responsibilities and completing work on time. Work products should have a neat, professional appearance. The appearance of the submission will affect the grading – up to a 20% deduction for submissions deemed to be unprofessional in appearance.

Each assignment is due by the time specified in CANVAS. Any assignment may be submitted any time prior to the due date/time. **When submitting files electronically, start the file with your last name, e.g.**

Lastname\_CaseStudy.pdf

A 50% penalty will be assessed for submissions within 24 hours after the assignment is due (one day late). A 100% penalty will be assessed for submissions more than 24 hours after the assignment is due. Correct spelling, grammar, and punctuation are expected and will be considered in the grading of all assignments. The overall appearance and professionalism of the submission will also be considered in the grade.

C. EXTRA CREDIT

There will be no extra credit in this class. Students will not be allowed to resubmit assignments

D. GRADING APPEALS, WITHDRAWALS, AND INCOMPLETES

If you disagree with how any assignment was graded, **you must submit a written appeal by email or letter before the start of the next class period.** The email or letter must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, PowerPoint slides, or outside readings to support your position—**these must be clearly referenced by title and page number.** The rationale should be objective in nature and should not include subjective opinions. **Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.**

Please refer to the UNT Catalog for policies governing Withdrawals and Incompletes. If you have any questions, please contact me for clarification. Please note: UNT only allows the use of incomplete for extraordinary circumstances. An incomplete grade will not be used simply to provide more time to complete the course requirements.

E. COURSE SCHEDULE

Below is a proposed schedule, but this schedule will adjust to accommodate class progress, more in-depth discussion where warranted, or to take advantage of guest speakers if the opportunity should arise. Ultimately, we need to optimize your learning experience via a dynamic and agile learning experience. The last two columns indicate how you will attend class for that given week.

Class Date	Topic	Readings/Media (prior to class)	Assignment (due by day before next class)	Grading Rubric
1 – Aug 30	Introduction		Choose a System of Interest (Sol)	Approved Sol
2 – Sep 6	Perspectives (Or, And, Not, Both)	Boardman and Sauser. <i>Systemic Thinking</i> , “Journey I: Systemic Failure” – Chapters 1-5		
3 – Sep 13	CATWOE		CATWOE Analysis of Sol	Critical Thinking
4 – Sep 20	Concepts <ul style="list-style-type: none"> <li>• Boundary, Interior, Exterior</li> <li>• Wholes, Parts, Relationships</li> <li>• Inputs, Outputs, Transformations</li> <li>• Structure, Function, Process</li> </ul>	Boardman and Sauser. <i>Systemic Thinking</i> , “Journey II: Systemic Ideas: The Conceptagon” – Chapters 6-10”	Conceptagon Analysis of Sol (Part 1): <ul style="list-style-type: none"> <li>• Boundary, Interior, Exterior</li> <li>• Wholes, Parts, Relationships</li> <li>• Inputs, Outputs, Transformations</li> <li>• Structure, Function, Process</li> </ul>	Critical Thinking
5 – Sep 27	Concepts <ul style="list-style-type: none"> <li>• Emergence, Hierarchy, Openness</li> <li>• Variety, Parsimony, Harmony</li> <li>• Command, Control, Communications</li> </ul>	Boardman and Sauser. <i>Systemic Thinking</i> , “Journey II: Systemic Ideas: The Conceptagon” – Chapter 11-14	Conceptagon Analysis of Sol (Part 2): <ul style="list-style-type: none"> <li>• Emergence, Hierarchy, Openness</li> <li>• Variety, Parsimony, Harmony</li> <li>• Command, Control, Communications</li> </ul>	Critical Thinking
6 – Oct 4	Systems Structure and Behavior ONE. The Basics	Meadows, <i>Thinking in Systems</i> , “Part One: Systems Structure and Behavior – ONE: The Basics”	Stock and Flow with Sol	Critical Thinking
7 – Oct 11	Systems Structure and Behavior TWO. A Brief Visit to the Systems Zoo	Meadows, <i>Thinking in Systems</i> , “Part One: Systems Structure and Behavior – TWO: A Brief Visit to the Systems Zoo”	Feedback Loops with Sol	Critical Thinking
8 – Oct 18	Systems and Us THREE. Why Systems Work So Well	Meadows, <i>Thinking in Systems</i> , “Part Two: Systems and Us – THREE: Why Systems Work So Well”	Why Systems Work so Well with Sol	Critical Thinking
9 – Oct 25	Systems and Us FOUR. Why Systems Surprise Us	Meadows, <i>Thinking in Systems</i> , “Part Two: Systems and Us – FOUR: Why Systems Surprise Us”	Why Systems Surprise Us with Sol	Creative Thinking
10 – Nov 1	Systems and Us FIVE. Systems Traps... and Opportunities	Meadows, <i>Thinking in Systems</i> , “Part Two: Systems and Us – FIVE: System Traps ... and Opportunities”	Finding the Traps and Opportunities with Sol	Creative Thinking
11 – Nov 8	Creating Change SIX. Leverage Points	Meadows, <i>Thinking in Systems</i> , “Part Three: Creating Change—in Systems and in Our Philosophy – SIX: Leverage Points—Places to Intervene in a System”	Performing an Intervention with Sol	Problem Solving
12 – Nov 15	Creating Change SEVEN. Living in a World of Systems	Meadows, <i>Thinking in Systems</i> , “Part Three: Creating Change—in Systems and in Our Philosophy – SEVEN: Living in a World of Systems”		
13 – Nov 22	<b>NO CLASS</b>			
14 – Nov 29			Final Presentations	Summative
15 – Dec 6			Final Presentations	Summative







# CRITICAL THINKING VALUE RUBRIC



RUBRICS

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Explanation of Issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of Context and Assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's Position</b> (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.
<b>Conclusions and Related Outcomes</b> (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.



# PROBLEM SOLVING VALUE RUBRIC



RUBRICS

**Definition**

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Define Problem</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
<b>Identify Strategies</b>	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
<b>Propose Solutions/Hypotheses</b>	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<b>Evaluate Potential Solutions</b>	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
<b>Implement Solution</b>	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
<b>Evaluate Outcomes</b>	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

# SUMMATIVE RUBRIC

Criteria	Ratings				
Overall Understanding	<p><b>6 pts</b> <b>Excellent</b></p> <p>Creatively or divergently applying prior knowledge and skills to produce a new or original whole while judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers</p>	<p><b>4.8 pts</b> <b>Very Good</b></p> <p>Breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations.</p>	<p><b>3.6 pts</b> <b>Good</b></p> <p>Use of previously learned information in new and concrete situations to solve the problem(s)</p>	<p><b>2.4 pts</b> <b>Satisfactory</b></p> <p>Grasping (understanding) the meaning of informational materials.</p>	<p><b>1.2 pts</b> <b>Poor</b></p> <p>Little or no remembering (recalling) of appropriate, previously learned information.</p>
Problem Solving	<p><b>6 pts</b> <b>Excellent</b></p> <p>Demonstrates complete understanding of the problem; shows an attempt to expand their thinking and analysis beyond that of the specified requirements of the assignment; essentially correct answer(s), minor mistakes may or may not be discounted.</p>	<p><b>4.8 pts</b> <b>Very Good</b></p> <p>Demonstrates fairly complete understanding of the problem, but made important mistakes in applying the principles and arrived at an incomplete or incorrect answer.</p>	<p><b>3.6 pts</b> <b>Good</b></p> <p>Demonstrates minimal understanding of the problem, but made important mistakes in applying the principles and arrived at an incorrect answer.</p>	<p><b>2.4 pts</b> <b>Satisfactory</b></p> <p>Shows very limited understanding of the problem, but only made partial progress towards the solution.</p>	<p><b>1.2 pts</b> <b>Poor</b></p> <p>Shows no understanding of the problem at all; any results are merely guesses as to which equation or approach to use.</p>
Relevance of Content	<p><b>6 pts</b> <b>Excellent</b></p> <p>Appears well focused and relevant to topic and task; thorough coverage; well-supported arguments; wide scope.</p>	<p><b>4.8 pts</b> <b>Very Good</b></p> <p>Appears focused and relevant to topic and task; thorough coverage with only minor aspects missing.</p>	<p><b>3.6 pts</b> <b>Good</b></p> <p>Appears relevant to topic and task; possibly little limited in scope, too detailed in places or too long; some problems with substantiating arguments.</p>	<p><b>2.4 pts</b> <b>Satisfactory</b></p> <p>Many aspects irrelevant in terms of topic and task; quite unfocussed and quite limited in scope, substantiation patchy.</p>	<p><b>1.2 pts</b> <b>Poor</b></p> <p>Clear difficulty in focusing and dealing with the topic; narrow scope; needs elaboration, no clear evidence of substantiation.</p>
Use of Source Material	<p><b>5 pts</b> <b>Excellent</b></p> <p>Sources thoroughly incorporated; seamless integration of sources; citation appropriate; complete absence of plagiarism; bibliography adequate and follows appropriate standards.</p>	<p><b>4 pts</b> <b>Very Good</b></p> <p>Relatively good incorporation of references with only minor inconsistencies in citation and bibliographical information; total lack of plagiarism.</p>	<p><b>3 pts</b> <b>Good</b></p> <p>Adequate reference to source material, although some minor errors in evidence; absence of plagiarism though possible overuse of direct quotations and citation; bibliography may be incomplete or inadequate in minor ways.</p>	<p><b>2 pts</b> <b>Satisfactory</b></p> <p>Reference to source material not consistent; quotations incorporated clumsily; limited bibliography with several types of error.</p>	<p><b>1 pts</b> <b>Poor</b></p> <p>Clear difficulty in using and incorporating source material; problems with paraphrasing; inadequate bibliography; possible plagiarism</p>
Organization	<p><b>6 pts</b> <b>Excellent</b></p> <p>Outline of main ideas easily recognizable to readers; sections and paragraphs clearly marked, thorough introduction and conclusion; follows conventions of the field.</p>	<p><b>4.8 pts</b> <b>Very Good</b></p> <p>Minor incompleteness or lack of clarity; sections and paragraphs generally divided well; introduction and conclusion well connected to body; good adherence to conventions of the field.</p>	<p><b>3.6 pts</b> <b>Good</b></p> <p>Some incompleteness or lack of clarity in the whole; sections and paragraphs not divided perfectly; introduction and conclusion not well connected to the main body; minor problems in following the conventions of the field.</p>	<p><b>2.4 pts</b> <b>Satisfactory</b></p> <p>Sections and paragraphs do not form a clear whole; introduction and conclusion separate from the main body; apparent difficulty in following the conventions of the field.</p>	<p><b>1.2 pts</b> <b>Poor</b></p> <p>Poor organization and division between sections makes comprehension of the whole very difficult.</p>
Presentation & Mechanical Accuracy	<p><b>6 pts</b> <b>Excellent</b></p> <p>Clear presentation of both text and any tables and figures; proper format; correct spacing and indentation of paragraphs etc. Virtually no errors of punctuation, spelling or capitalization.</p>	<p><b>4.8 pts</b> <b>Very Good</b></p> <p>Relatively clear presentation and format, but some unsystematic errors in mechanical accuracy.</p>	<p><b>3.6 pts</b> <b>Good</b></p> <p>Quite clear presentation, but with occasional inconsistencies in format and other mechanics of writing, but rarely impeding comprehension.</p>	<p><b>2.4 pts</b> <b>Satisfactory</b></p> <p>Very inconsistent in presentation and format; frequent errors in punctuation and spelling; difficult to understand.</p>	<p><b>1.2 pts</b> <b>Poor</b></p> <p>Errors in presentation, format, spelling, and punctuation make the text almost incomprehensible.</p>

## IX. VI. POLICIES

### A. ACADEMIC INTEGRITY

Cheating, plagiarism, or other inappropriate assistance on examinations, abstracts, or cases will be treated with **zero tolerance** and will result in a grade of “F” for the course. Any work should be solely your effort with ABSOLUTELY NO outside help or assistance. Students must be familiar with and adhere to the University’s Academic Integrity policies. A dedicated website for this information can be found at: <https://vpaa.unt.edu/ss/integrity>. (Links to an external site.)

To steal and pass off (the ideas or words of another) as one's own is plagiarism. If you quote or reference other’s material, you must cite your sources. Cutting and pasting from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will result in a failing grade for the course. The examination instructions are very clear regarding what materials may be used on the exam. If you “preprogram” your calculator, use any materials other than those permitted on the exam, talk with other individuals during the exam, exchange information about an exam with an individual that has not taken the exam, or copy or use material from another individual’s exam, you will receive a failing grade for the course. According to University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the Department Chair or Associate Dean.

### B. CELL PHONES AND OTHER ELECTRONIC DEVICES

All cellular or digital phones, pagers, and laptops are to be turned off during class. **Failure to comply with this request will result in a letter grade deduction to the final grade if repeated.** Laptop usage to investigate additional information during class will be encouraged at the discretion of the instructor.

### C. CHANGES IN COURSE

***The schedule, policies, and assignments contained in this course syllabus are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students. All changes will be announced in class prior to the change with a posted change to the syllabus placed on CANVAS.***

### D. INSTRUCTOR FEEDBACK

Students can anticipate a response regarding emails, discussion posts, and assignments within 24-48 hours. Have no concerns on send me an email for any clarification that you might need during the course. I will be happy to discuss the course content and your progress on an individual basis by appointment.

### E. RULES OF ENGAGEMENT

Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own. Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals. Proofread and fact-check your sources.

## F. FACE COVERINGS

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Face coverings are strongly suggested in all UNT facilities. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

If you are experiencing any [symptoms of COVID-19 \(Links to an external site.\)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.)) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Remote instruction may be necessary if community health conditions change, or you need to self-isolate or quarantine due to COVID-19. Students will need access to a computer with webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn> (Links to an external site.).

## X. UNT POLICIES

### A. ACADEMIC INTEGRITY POLICY

Academic Integrity Standards and Consequences. 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 ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation].

### B. ADA ACCOMMODATION STATEMENT

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](https://disability.unt.edu). ([Links to an external site.](#))

### C. PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (POLICY 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because 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 or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.