



**UNIVERSITY OF NORTH TEXAS**  
**DEPARTMENT OF SOCIAL WORK**  
**HUMAN DIVERSITY FOR THE HELPING PROFESSIONS**  
**SOWK 4540**  
**Spring 2017**

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## **COURSE INFORMATION**

This is an online course - There are no mandatory online or face to face meetings.

### **Professor / Instructor Contact Information**

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Instructor Email: [Thomasc@unt.edu](mailto:Thomasc@unt.edu)  
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Teaching Assistant: TBA  
Asst. Email: TBA

### **About the Professor / Instructor**

I have been at UNT for over 15 years and currently teach solely in the undergraduate social work program. Prior to academia, I was a practicing social worker in such fields as mental health, child protective services, and medical / hospice practice. These experiences as a helping professional are core to my identity and have been very rewarding. For those of you interested in this path, this course should be enlightening and beneficial.

### **Text & Supplementary Readings**

*The required text is:*

Andersen, M. & Collins, P. (2016). *Race, class and gender: An Anthology* (9<sup>th</sup> Ed.). Belmont, CA: Wadsworth-Publishing. *(Also available on reserve at the UNT library)*



*The text is available from the UNT Bookstore. Search for this information at the UNT bookstore using the following link: [UNT Bookstore](#) (Select SOWK as Department, Course is 4540, Section is 900/ 950)*

### Supplemental Readings

Additional readings will be periodically assigned as indicated in the course outline section of this syllabus. These materials are available in E-reserves (electronically) through the UNT library. These reading assignments may be accessed by clicking on the link for the reading assignment within the module or from this syllabus. A listing of all the readings is available on the library E-reserve site by clicking this link: [Supplemental Readings](#)

*Note:* You can only access these supplementary readings by signing into the library E-reserve site using 3 different steps: 1) Enter your UNT assigned EUID, 2) Enter your UNT password, and 3) Type in a special password assigned for this course only, which is “4540S17.” Please note that this course password is case sensitive.

### Course Description

This course promotes competence for students interested in the role of ‘helping professional’ but is valuable for any work environment or other endeavors you may pursue. The purpose of this course is to increase future professionals’ commitment to work towards a nonracist, multi-cultural, and egalitarian society. Concepts focused on in this course will include but are not limited to sociopolitical processes (racism, sexism, heterosexism, oppression, discrimination, classism, etc.) of systematic oppression, intrapersonal processes (identity, authenticity, and basic professional behaviors), and socio-cultural processes. Attention is also given to those groups who perpetuate such oppression and reviewing culturally relevant macro and micro strategies for work with oppressed groups. Further, in this course you will have the opportunity to explore how personal values, beliefs, and behaviors may limit one’s ability to do effective work with people of diverse backgrounds. This exploration will require a critical and sometimes uncomfortable assessment of “self.”

The course goals are to help you gain competency in core behaviors to meet accreditation standards of the Council on Social Work Education.

Core Competency	Behaviors <i>Students Will</i>	Assessment Criteria
A.  Engage diversity and difference in practice	<ol style="list-style-type: none"> <li>1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</li> <li>2. present themselves as learners and engage clients and constituencies as experts of their own experiences</li> <li>3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ol>	<p>Module Activities / Exercises Diversity Interview</p> <p>Module Activities / Exercises Cultural Immersion Project</p> <p>Module Activities / Exercises Self-Discovery Project</p>

Core Competency	Behaviors <i>Students Will</i>	Assessment Criteria
B.  Advance human rights and social, economic, & environmental justice	4. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels  5. engage in practices that advance social, economic, and environmental justice	Module Activities / Exercises; Test Items, Diversity Interview, Cultural Immersion  Module Activities / Exercises Cultural Immersion, Test Items

### Teaching Philosophy

My teaching approach for this course is to encourage reflection of critical and challenging issues through a safe and open environment. Also, I believe this topic requires that you venture on a personal journey. As such, this course relies heavily on your engagement in the learning process. Multi-methods will be used such as readings, activities, case analysis, simulations, exercises, films, and a general exchange of ideas through discussion. Also, the readings assigned will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All of these efforts are geared toward helping you develop as future professionals.

### TECHNICAL REQUIREMENTS / ASSISTANCE

The following information will assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://www.unt.edu/helpdesk>

Browsers, hardware, software & plug-ins necessary to use Bb Learn:  
<http://help.blackboard.com>

Online tips for Computer and Internet Literacy: <http://Tips on Success>

#### Other Minimum Technology Needed:

*Word Processor*

*Speakers to listen to videos online*

*You may occasionally need to use a scanner to submit some documents for the course. These are available in various UNT computer labs on campus if you do not have other access to one.*

#### Minimum Skills Needed:

*Using the learning management system*

*Using email with attachments*

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

*Copying and pasting*

*Downloading and installing software*

## RESOURCES

UNT Portal: <https://my.unt.edu>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Blackboard Help for Students: <http://help.blackboard.com>

UNT Library Information for Off-Campus Users:

<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

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

## ACCESS & NAVIGATION

### Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>

You will need your EUID assigned password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <https://ams.unt.edu>.

### What Should Students Do First?

Once you have accessed the Blackboard Learn system, you will first need to complete the “Start Here” module located in the folder on the home page. Then, complete the Blackboard Learn Orientation Quiz and the Zip Code Survey (*access by clicking the “Quiz/Tests” link in the course menu*). Next, review the syllabus (access it in the far left menu of course) and then complete the Syllabus Quiz. Begin work on the course learning materials by clicking ‘Learning Modules’ and start with Module #1. Pay special attention to the “Assignments” page which will indicate all assignments due in Module 1. Make sure these are completed by the due date.

### How is the Course Organized?

The content for this course is structured in a series of Learning Modules that may include readings, assignments, activities, and exercises to assist you in achieving the learning objectives/outcomes. Typically, each week a new learning module will open; however, occasionally, a learning module may be available for several weeks. There is some overlap with the Learning Modules in that a new module may open before assignments are due for the previous one. This allows one to get a head start on new modules if desired.

In the Blackboard Learn system, you will log into the course. You will then access the learning content by clicking “Learning Modules” from the menu on the far left side of the computer screen. Click on the appropriate module assigned for the week as noted in the syllabus. The modules supplement information available in your text to facilitate the learning of new content.

### **How Should Students Proceed Each Week for Class Activities?**

Each week you must access Blackboard Learn and the materials in this course! Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the “**Assignments**” page in each module for a summary of all required assignments. These assignments are generally due weekly and must be submitted on time. You must also keep track of due dates for other major projects or assignments as specified in this syllabus.

### **Student Resources**

As a student, you will have access to:

- Orientation and tutorials available in Blackboard Learn. It is recommended that you become familiar with the tools and tutorials in Blackboard Learn by using the [On Demand Learning Center](#) for students to better equip you in navigating the course.
- The “*UNT Helpdesk*” within Blackboard. Access this tab for student resources and Help Desk Information.

### **Being a Successful Online Student (Resources)**

- [What Makes a Successful Online Student?](#)
- [Self Evaluation for Potential Online Students](#)
- [Success in SOWK 4540](#)

### **Student Technical Support**

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

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

### **Student Support Services**

This is known at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an *on-time graduation*. Please refer to the website (<https://trio.unt.edu/sss>) for detailed list of services.

## COMMUNICATIONS

*The following are the primary communication tools we will use in this course:*

### Email / Messages

Students will use Blackboard Learn to send emails to the instructor, teaching assistant, or other students in this course. However, please note that you will be using your UNT assigned, external email address that is outside of the Blackboard Learn system; this is otherwise known as Eagle Connect (<http://eagleconnect.unt.edu>). Access this function by clicking the 'Email' tool in the Blackboard course (located in the menu on the left side of the computer screen). If desired, you may consider forwarding this email to an address you use more frequently. You are welcome to send any personal concerns or questions to the professor through email. It is highly recommended that you always copy the Teaching Assistant, in the message in case I am not available. Please note that while in the Blackboard Learn system you will not be able to email anyone who is not a member of the course.

### Announcements

Periodically announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from the Blackboard Learn course by clicking "Announcements" listed in the menu on the left side of the screen. In addition, you may receive an email regarding new announcements.

### Discussion Forums

Students will often be required to communicate regarding course concepts through the discussion forums; these will be graded throughout the semester. Make every effort to understand the expectations for these postings (*see guidelines on access, grading criteria, and deadlines as located in this syllabus or posted online in the General Information folder*). Remember to use proper etiquette/protocol for participating in the online discussion forums; be respectful, courteous, and professional! You must respond to **four** self-selected Discussion Forums for the semester out of eight (*however, make sure you complete other assignments in each module*).

### Open Discussion Forum:

An Open Forum will be available throughout the course for any student to post issues/concerns. Students may use this as a place to offer assistance to one another about the course. You may set these posts as anonymous if you choose. This forum will be moderated to prevent inappropriate postings. The Instructor or Teaching Assistant for this course will periodically respond to issues posted related to assignments, access, problems, or other needs as necessary.

## COURSE POLICIES

### Assignment Policy

Students must complete assignments as specified in this syllabus, the learning modules, or other informational materials. Do not wait until the last day to submit assignments – as potential problems are unpredictable! The learning modules are typically released on Friday mornings and assignments are usually due on Sunday of the following week; however, there are some exceptions (*See specific opening dates as listed in the “Course Outline” section of this syllabus with closing dates highlighted in red*). This typically allows approximately 10 days (*including two weekends*) available to complete the assignments. For organizational purposes, put all important assignment due dates in your **own personal calendar!**

Assignments are typically due before midnight on the due date and will be closed and locked after this time period. Late assignments will not be accepted or graded if submitted after the due date. However, the learning modules and course content will remain open and available for your ongoing educational needs.

### Readings

Just as in a face to face class, readings are assigned weekly as indicated in this syllabus. All assigned material must be read to complete module deadlines. The text is selected to provoke and challenge you. You are encouraged to openly declare your opinions, feelings, and reactions to course topics and are free to disagree. Weekly discussions, films, tests, or exercises are also used to enhance your knowledge and understanding of course content and readings.

### Attendance “Log-In” Policy

In order to be successful in this class you are expected to log into the course a minimum of 4 to 5 times per week!

### Confidentiality Agreement

It is essential that we support one another throughout this course in our effort to better understand others and ourselves. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the context of this course. However, you may choose to discuss any areas of concern in private with the instructor.

### Late Work

You must adhere to the posted due dates for all assignments. Late assignments will not be accepted.

### Instructor Responsibilities and Feedback

My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content.

The instructor and Teaching Assistant will also try to respond to you in a reasonable timeframe (typically within 3 business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades.

**Class Participation**

Students are required to login regularly in the online class site and I will use the tracking feature in Blackboard to monitor student activity. It is your responsibility to participate in all class activities such as exercises, activities, discussion forum postings, etc. Also, note that efforts to engage and interact with other students by contributing to learning and motivating discussion are recognized and rewarded through participation points.

**Requests for an Incomplete**

Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

- The request occurs on or after **April 17, 2017**;

- The student is passing the course;

- There is a justifiable and documented reason beyond the control of the student (e.g., serious illness or military service) for not completing the course on schedule; and,

- The student has the approval of the instructor and the department chair.

Students meeting these criteria must arrange with the instructor to finish the course at a later date by completing specific requirements outlined by the instructor. These requirements must be listed on a "Request for Grade of Incomplete" form signed by the instructor, student, and department chair. More information on UNT's Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

**Student Conduct**

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

**Campus Carry & Concealed Handguns**

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about UNT's concealed handgun policy at <https://campuscarry.unt.edu>.

**Sexual Discrimination, Harassment, & 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](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### **Professional Etiquette**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor's last name
- Master's degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor's last name
- Law degree (J.D.) you should address them as: Professor Instructor's last name

If you are not certain about an instructor's education credentials, you should address them as "Professor." It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (*e.g.*, Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be civil even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.

### **Virtual Classroom Citizenship**

The same guidelines for citizenship or conduct that apply to traditional classes should be observed in the virtual classroom environment. Also, please use proper netiquette when interacting with class members and the professor (see details on some of these guidelines in the section on discussion forums).

### **Syllabus Change Policy**

Rarely will the syllabus, course information or due dates change; however, in extreme circumstances it may be necessary. If this is the case, efforts will be made to ensure that any changes do not adversely impact students.

### **Policy on Server Unavailability or Other Technical Difficulties**

UNT is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to the instructor and also contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. **You may always submit assignments by the due date through email – there will not be a penalty for doing this!**

**Emergency Notification and Procedures**

UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all currently enrolled students. Please make certain to update your phone numbers at <https://my.unt.edu/>.

Some helpful emergency preparedness actions include:

- 1) Know the evacuation routes and severe weather shelter areas in the buildings where your classes are held,
- 2) Determine how you will contact family and friends if phones are temporarily unavailable, and
- 3) Identify where you will go if you need to evacuate the Denton area suddenly.

In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**Safe Environment Policy**

Due to the sensitive nature of our course content, you may experience a range of reactions, opinions or emotions; making the concept of safety very important. This class will provide a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Safety means that you will not attack one another but listen appropriately and be civil; even when we disagree. However, we must also challenge ourselves to take risks and be willing to make mistakes in our learning; this means we may have to forgive one another in this process. There is no guarantee that you will not be uncomfortable through this effort, but hopefully you will make significant progress as a result.

**Diversity Policy**

You are encouraged to contribute your personal perspectives and insights throughout this course. You must, however, refrain from offensive language (swearing) or remarks offensive to peers of particular nationalities, ethnic groups, sexual preferences, religious groups, gender or other ascribed statuses. This will not be tolerated and may result in discipline or course failure. Again, common courtesy and respect must be extended to all!

**Copyright Notice**

Some or all of the materials available in this course may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Please comply with these requirements.

**Requests to drop the class**

We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at <http://registrar.unt.edu/registration/dropping-class>. If you absolutely have to drop the course, you must pick up a drop form from the Eagle Student Services Center and take it to the instructor for her/his signature. Once the instructor signs the form, you are responsible for taking it to the Registrar's Office in the Eagle Student Services Center to have it processed. Please be aware that when you choose to drop can affect your grade:

February 24, 2017	Last day to drop a class with an automatic grade of "W" for courses that a student is not passing
April 21, 2017	Last day a student may elect to drop a class. The instructor will assign a grade of "W" or "WF" based on the student's actual performance-to-date in the course.

**Disability Accommodation**

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons 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 the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

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. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at 940.565.4323. Specific information on UNT's policies related to disability accommodations is available at <https://policy.unt.edu/policydesc/disability-accommodation-students-and-academic-units-18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

### **Academic Integrity**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

**Admonition.** The student may be issued a verbal or written warning.

**Assignment of Educational Coursework.** The student may be required to perform additional coursework not required of other students in the specific course.

**Partial or no credit for an assignment or assessment.** The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.

**Course Failure.** The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT's Policy on Student Standards of Academic Integrity (18.1.16) and students' right to appeal are available at <https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16>.

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

#### **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

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

### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## COURSE REQUIREMENTS

*Please note these general requirements highlighted for the course:*

1. Students will access and follow all course instructions found in each of the weekly modules or content areas of the Blackboard course.
2. Students will read all online modules in the course by opening the appropriate modules on the dates specified in this syllabus (*see Course Outline section*). Students must also read any supplementary materials as indicated in this syllabus and posted on the UNT library website.
3. Students will complete all assignments as specified in this syllabus, module or other course materials. Assignments will typically be submitted electronically in Blackboard using the Blackboard "Assignment Tool." However, it is also acceptable to submit assignments by email if necessary.
4. Students will complete tests or quizzes by accessing the tool labeled "Quiz / Tests" in Blackboard.
5. Students will respond to online course discussion forum using the Blackboard "Discussions" Tool."
6. Students will complete **three** major projects in accordance with the instructions in this syllabus and other guidelines presented. Failure to follow directions will result in severe penalties or a failing grade.

## COURSE OUTLINE

All dates in **red** indicate when weekly or other assignments are **due** and **close** (typically by **11:59 PM**). Note that all assigned article readings from the required text are identified by number. Note that the course related links below work if you view this syllabus inside the Blackboard Learn portal

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
<b>Modules 1 &amp; 2 Open on January 17: All Assignments for both Modules due <span style="color: red;">January 29, 11:59 PM</span></b>			
<b>Module 1</b>          <b>Week 1 &amp; 2</b>	<b><i>Introduction to Course.</i></b> Course purpose and expectations; Overview; understanding and sharing.	<i>Read the ‘<b>Start Here</b>’ Module</i> <i>This is a brief orientation about UNT eLearning. Complete this unit first</i>  <i>Read Syllabus</i>  <i>Read Learning Module 1 in Blackboard Learn</i>	Complete the “Start Here” unit and all required assignments as specified in Learning Module 1   Assignments: Orientation Quiz, Zip Code Survey, Syllabus Quiz, & Mosaic Activity
<b>Module 2</b>          <b>Week 1 &amp; 2</b>	<b><i>Exploration of Social Identity.</i></b> Understanding social identity models; Meaning of Intersectionality. Examination of personal identities and social location.	<i>Read Learning Module 2</i>  <i>Read Text: Why Race, Class &amp; Gender Still Matter (pp. 1-13), and Text Articles 2 &amp; 8</i>  <i>Read Supplemental Readings located in the UNT Library Resources at these links:</i>  <a href="#"><i>Who am I?</i></a> & <a href="#"><i>Who Are My People</i></a>	Complete all required assignments as specified in Learning Module 2
<b>Module 3 Open on January 27: All Assignments for Module due <span style="color: red;">February 12, 11:59 PM</span></b>			
<b>Module 3</b>          <b>Week 3 &amp; 4</b>	<b><i>Understanding Systems of Oppression.</i></b> Mechanisms, forms and features of discrimination or oppression; hierarchical nature. Powerlessness & marginalization; Understanding multi-levels of oppression	<i>Read Module 3</i>  <i>Read Text: Systems of Power &amp; Inequity (pgs. 51-73), and Text Articles:</i>  <a href="#"><i>Oppression - by Marilyn Frye</i></a>  <a href="#"><i>Five Faces of Oppression</i></a>  <i>Read Supplemental Readings located in the UNT Library Resources at this link:</i> <a href="#"><i>Theoretical Foundations</i></a>	Complete all required assignments as specified in Learning Module 3   <b>Due: <span style="color: red;">Feb. 12</span></b> <b><span style="color: red;">Test # 1</span></b>  (Test on Systems of Power on pp. 51-73 and Supplemental Articles: Oppression, Five Faces, and Theoretical Foundations)

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
<b>Module 4 Open on February 10: All Assignments for Module due February 19, 11:59 PM</b>			
<b>Module 4</b>	<b>Classism.</b> Myth of “classless society” and stereotypes. Portrayal of interrelationship of economic deprivation, intersectionality; Consequences of classism.	<i>Read Module 4</i>  <i>Read Text Articles: 11, 12, 13, 14, 31, 32 &amp; 46</i>	Complete all required assignments as specified in online Learning Module 4
<b>Week 5</b>			
<b>Module 5 Open on February 17: All Assignments for Module due February 26, 11:59 PM</b>			
<b>Module 5</b>	<b>Sexism &amp; Gender Difference.</b> Gender norms and identification. Historical influences. Myths and stereotypes of sexism. Social construction of sexism and consequences.	<i>Read Module 5</i>  <i>Read Text Articles: 1, 21, 23, 24, 44, 47, 49 &amp; 50</i>  <i>The following are some Supplemental Readings which are <u>optional</u> and located in the UNT Library Resources at these links:</i> <a href="#"><u>He Works She Works</u></a> <a href="#"><u>Night to His Day</u></a>	Complete all required assignments as specified in online Learning Module 5
<b>Week 6</b>			
<b>Module 6 Open on February 24: All Assignments for Module due March 5, 11:59 PM</b>			
<b>Module 6</b>	<b>Heterosexism.</b> Confronting biases and negative attitudes; reviewing historical timelines. Exploring sexual identity; Power of homophobia in society and stigma.	<i>Read Module 6</i>  <i>Read Text Articles: 22, 26, 27, 28, 29, 38, &amp; 56</i>	Complete all required assignments as specified in online Learning Module 6  Due: <b>March 5</b>  <i>Deadline to sign up for topic if Human Rights option selected</i>
<b>Week 7</b>			

DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
<b>Module 7 Open on March 3: All Assignments for Module due March 26, 11:59 PM</b>			
<b>Module 7</b>  <b>Week 8 &amp; 10</b>	<b>Racism.</b> Understanding ethnicity, socialization, Cycle of racism; unconscious and intentional forms of racism. Framework on web of racism as a form of oppression; Systems of racism at multiple levels.	<i>Read Module 7</i>  <i>Read Text Articles: 3, 4, 5, 9, 10, 16, 17, 33 &amp; 42</i>  <i>Read the Supplemental Reading located in the UNT Library Resources at this link:</i> <a href="#">Hardiman-Jackson Model</a>  <i>Review this figure:</i> <a href="#">Web of Racism</a>	Complete all required assignments as specified in online Learning Module 7
<b>Week 9: Spring Break!</b> <b>3/13 – 3/19 - ENJOY!</b>			
<b>Module 8 Open on March 3: All Assignments for Module due April 2, 11:59 PM</b>			
<b>Module 8</b>  <b>Week 11</b>  <i>Module opens earlier to assist with Self-Discovery Project</i>	<b>Privilege &amp; Power:</b> Dynamics of power and privilege based on social categories; life experiences as shaped by privilege. Understanding system of power and domination as it relates to privilege.	<i>Read Module 8</i>  <i>Read Text: Structure of Social Institutions (pp. 249 - 262), and Text Articles: 6, 7, 18 &amp; 51</i>  <i>Read Supplemental Readings located in the UNT Library Resources at these links:</i> <a href="#">The Social Construction of Difference</a> <a href="#">The Cycle of Socialization</a>  <i>Review these:</i> <a href="#">Cycle of Socialization – Figure</a> <a href="#">Matrix of Oppression - Figure</a>	Complete all required assignments as specified in online Learning Module 8   <b>Self-Discovery Project</b> <b>Due: April 2</b>



DATES	TOPIC	REQUIRED READINGS Text or Supplemental	ASSIGNMENTS
<b>Module 9 Open on March 24: All Assignments for Module due April 16, 11:59 PM</b>			
<b>Module 9</b>  <b>Week 12 &amp; 13</b>  <i>Module opens earlier to assist with the Diversity Interview</i>	<b>The Helping Process.</b> Differences in communication styles, strategies for practice. Incorporating strengths, enhancing competence. Individualism & Collectivistic orientations. Interviewing strategies.	Read Module 9  Read Text Articles: 19, 20, 36, 39, & 59  Refer to any of these <u>optional Supplemental Readings</u> as relevant to your Diversity Interview Project. They are located in the UNT Library Resources at these links: <a href="#">Setting the Right Tone</a> <a href="#">Cross-Cultural Interviewing</a> (Chapter 12) <a href="#">Cross-Racial Clinical Work</a> <a href="#">Multicultural Counseling: Issues &amp; Techniques</a>	Complete all required assignments as specified in online Learning Module 9  <b>Diversity Interview</b> <b>Due: April 16</b>
<b>Module 10 Open on April 7: All Assignments for Module due April 30, 11:59 PM</b>			
<b>Module 10</b>  <b>Week 14 &amp; 15</b>  <i>Module opens earlier to assist with the Human Rights assignments</i>	<b>Human Rights &amp; Social Justice.</b> Exploring meaning of human rights and social justice. Understanding guidelines, legal documents, and violations. Role of advocacy and action strategies in the promotion of human rights and social justice.	Read Module 10  Read Text: <i>An Intersectional Framework for Change</i> (pp. 443 - 447) and Text Articles: 15, 30, 53, 54, 55, 58, & 62  Read Supplemental Readings located in the UNT Library Resources at these links: <a href="#">Universal Declaration of Human Rights</a> <a href="#">The Cycle of Liberation</a> <a href="#">Applying Human Rights to Profession</a> <a href="#">Cycle of Liberation - Figure</a>	Complete all required assignments as specified in online Learning Module 10  <b>Due: April 30</b> <b>Test #2</b> <i>(Test on UDHR, Liberation, &amp; Applying Human Rights)</i>
<b>Final Deadlines</b>			
<b>HUMAN RIGHTS PROJECT</b>  <b>Cultural Immersion Activity</b>  <b>Option 1)</b> Final Human Rights Project must be submitted to the Wiki site by <b>May 1, 11:59 PM</b>  Class may review some Human Rights Projects and post comments by <b>May 4, 11:59 PM</b>			

DATES	TOPIC	REQUIRED READINGS <i>Text or Supplemental</i>	ASSIGNMENTS
<p>Week 16</p> <p><b>Wrap-Up!</b> <b>Complete all remaining Assignments</b></p>	<p><b>REMAINING END OF SEMESTER ASSIGNMENTS DUE BY May 4, 11:59 PM!</b></p> <p><b>Cultural Immersion Activities:</b></p> <p><b>Option 2) Service Learning Project</b> (<i>if applicable</i>): Complete one Reflection Paper (length should be a minimum 525 words). Also, complete the required Log to document 20 Service Learning hours and scan it – submit all at the same time in the Assignment Tool Box!</p> <p><b>Option 3) Combined Service Learning &amp; Second Life Project</b> (<i>if applicable</i>): Complete both the Service Learning Reflection Paper (length should be a minimum 525 words) &amp; the Second Life Reflection Paper (length should be a minimum 525 words). Scan the Log to document 10 service learning hours and scan it – submit all of these items at the same time in the Assignments Tool!</p> <p><b>REMEMBER TO COMPLETE THE COURSE EVALUATIONS!</b></p> <p><b>THANKS FOR YOUR HARD WORK THIS SEMESTER!!</b></p>		

## ASSIGNMENT DETAILS

*The following assignments help facilitate students' attainment of the stated course goals and objectives:*

Weekly Assignments	Weight, Points, Details & Rubric	Due Date
<p><b>Exercises</b></p> <p>Throughout the semester, some modules may have special exercises or assignments required (such as creating an Identity Wheel, Action Plan etc.). All details will be specified in the module. Pay special attention to the "Assignments" page of each module. Please ensure that you complete all exercises by the required due dates.</p>	<p>Exercises</p> <p>Total 150 Points</p>	<p>Refer to each Learning Module for specific details on any exercises</p>
<p><b>Discussion Forums &amp; Participation</b></p> <p>It is expected that you periodically engage in discussion/debates with your peers to demonstrate critical thinking, clarity and quality (not quantity) reflections for the semester. You <u>must</u> integrate and reference the readings to demonstrate your understanding and knowledge base in order to earn full points. Review the grading guidelines and rubric to understand how your contributions will be graded (<i>located in "General Information" folder</i>) or click the link in the column on the right. You are required to post to only 4 (out of 8), self-selected, Discussion Forums (<i>you will not receive credit for more than these; but if you post more than 4 you will receive credit for the highest ones</i>).</p> <p>Additional participation points can be earned by sufficiently contributing to the learning community and interacting with others (<i>for example replying to others' posts through encouragement, asking questions, challenging others' learning, etc</i>).</p>	<p>Discussion Forums (23 Pts each)</p> <p><a href="#">Discussion Guidelines &amp; Rubric</a></p>	<p>4 Required Discussion Postings for semester</p> <p>Note that Discussion postings are typically due on Sundays by <b>11:59 PM</b></p>
<p><b>Quiz / Tests</b></p> <p>Several quizzes will be required to assess your preparation for online learning (20 points). In addition, two tests will be delivered on Blackboard Learn and will cover specified materials (textbook, videos, supplementary reading assignments etc). The tests are open book so students may use notes, the text, and other materials while taking the test. However, students must not collaborate with other students for the tests. These exams will be formatted as multiple-choice and true/false. Access tests from the menu listed on the left side of the computer screen in the Blackboard course. Click the "Quiz/Tests" link and then select the appropriate test when it is available.</p> <p>Each test is timed so you need to read the text/other material before attempting to take it. Also, please review the on-screen instructions carefully before you click "Begin Assessment." Grades for tests will usually not be released until <u>after</u> the close dates.</p>	<p>Quizzes (20 Points)</p> <p>2 Tests (70 Points each)</p> <p>Total 160 Points</p>	<p><b>Test # 1</b> <b>Feb. 12</b> <b>11:59 PM</b> (Systems of Oppression, Module 3)</p> <p><b>Test # 2</b> <b>April 30</b> <b>11:59 PM</b> (Human Rights, Module 10)</p>
<p style="text-align: center;"><b>Weights &amp; Points</b> <b>(Exercises, Discussion &amp; Tests)</b></p>	<p style="text-align: center;"><b>Weight 40%</b> <b>400 Points</b></p>	

## Major Projects

There are three major projects that are required for this course to help you gain the knowledge, values and skills needed as a helping professional. A brief description of these assignments is provided below. Additional details / handouts are available in the Major Projects folder located on the home page for this online course. Also, below are some links to detailed guidelines or rubrics on assignments in the middle column below. Note that it is not acceptable to turn in hand-written assignments and all components must be typed. Also, all of these assignments must be submitted by the specified due date. Late assignments will not be accepted. Remember, at the college level, it is expected that all instructions are followed. Ask if you have questions!

Major Projects (Refer to detailed hand-outs for specific details)	Weight, Points, Details & Rubric	Due Date
<p><b><i>Self-Discovery Project</i></b></p> <p>This assignment requires that you <u>write a paper</u> (between 1875 to 2500 words) critically examining “self” as it relates to <u>all</u> of the required components (<b>Sections I through VI</b>) as detailed in the guidelines (<i>See Major Projects folder on the home page or click the link in the column to the right</i>). Use the Template in the guidelines to outline your paper. It must address personal history, social/racial identity, values, beliefs, biases, experiences of privilege/oppression, and understanding of ‘difference.’ The paper is worth a maximum of <u>100 points</u> and the worksheets a maximum of <u>100 points</u>.</p> <p>Note: You must include the <u>6 required worksheet attachments</u> (plus the extra credit poem if desired). This assignment and all components must be submitted together at the same time! You are encouraged to work on this weekly as we examine various topics throughout the modules. This will prevent you from becoming overwhelmed by the due date.</p> <p><b>Review all guidelines, worksheet attachments, and rubric for this assignment in the Major Assignments folder on the home page.</b></p>	<p><b>20% 200 Points</b></p> <p><a href="#">Self-Discovery Guidelines</a></p> <p><a href="#">Self-Discovery Grading Rubric</a></p>	<p>Due: <b>April 2</b> 11:59 PM</p> <p>Submit through Assignment Tool</p> <p>You are welcome to submit this early</p>
<p><b><i>Diversity Interview</i></b></p> <p>You will interview someone who is different from you along a minimum of 3 or more dimensions (<i>for example, there may be differences in age, race, ethnicity, gender, ability/disability status, religion, sexual orientation, social economic class, immigration status etc</i>). Try to interview someone who can give you the broadest experience in understanding diversity because you will have to address these issues in a paper. You will submit a “Diversity Interview” analysis paper of (<i>minimum 1200 words</i>) to address <u>all</u> required components in <b>Sections A and B</b> detailed in the guidelines (<i>See Major Projects folder on the home page or click the link in the column to the right</i>). This assignment should demonstrate your understanding of the many aspects of diversity or social location in determining one’s experiences.</p> <p><b>Make sure you plan and identify someone early in the semester for this assignment!</b></p>	<p><b>20% 200 Points</b></p> <p><a href="#">Diversity Interview Guidelines</a></p>	<p>Due: <b>April 16</b> 11:59 PM</p> <p>Submit through Assignment Tool</p> <p>You are welcome to submit this early</p>

Major Projects (Refer to detailed hand-outs for specific details)	Weight, Points, Details & Rubric	Due Date
<b>Choose only <u>one</u> out of these three Cultural Immersion Activities below:</b>		
<p><b>Option 1) Human Rights /Social Justice</b></p> <p>You will select a topic and examine a human rights and social justice issue from a <u>global</u> perspective. This requires exploration of a social condition or problem to address the impact of power &amp; privilege, oppression &amp; marginalization. You must sign up for a topic by <b>March 5</b> which must be approved by the instructor. Once approved for a topic, you may <u>not</u> later switch to a different topic or Cultural Immersion Activity! This can be a joint project with no more than <u>two</u> team members (<i>prior approval required, see Team Criteria Guidelines</i>); You are responsible for finding a team member. <i>*Caution – many students do poorly with this assignment because they do not follow directions and tend to put in limited effort at the last minute. It will be difficult to earn the full points!</i></p> <p>You will develop an online presentation using a Wiki (similar to a webpage) – so this gives you the ability to present information in a creative manner (pictures, graphs, video, art etc). You will present research that addresses the various characteristics of oppression (<i>You must address <u>all</u> six areas indicated in the Major Projects' folder on the home page or click the guidelines link to the right</i>).</p> <p>You must submit the final product by <b>May 1st at 11:59 PM</b>. The entire class will have the opportunity to review and provide feedback on all completed projects.</p>	<p><b>20%</b> <b>200 Points</b></p> <p><a href="#">Human Rights Guidelines</a></p> <p><a href="#">Approved Topics</a></p> <p><a href="#">Wiki Instructions</a></p> <p><a href="#">Team Criteria</a></p> <p><a href="#">Human Rights Rubric</a></p>	<p>Sign-up for Topic by <b>March 5</b> 11:59 PM</p> <p>Final Product Due: <b>May 1</b> 11:59 PM</p> <p>Feedback on projects Due: <b>May 4</b> 11:59 PM</p>
<p><b>Option 2) Service Learning – 20 hours</b></p> <p>You will immerse yourself in a community based agency that serves diverse oppressed, vulnerable, or marginalized populations. You must identify an agency from the <b>approved</b> list (<i>See details in Major Projects folder on the home page or click the link in the column to the right</i>), then make contact to determine if a placement is possible and make arrangements with the agency. Make sure you begin your placement <u>early</u> in the semester to avoid unforeseen problems. If you are interested in an agency that is not on this list you <u>must</u> obtain approval before starting your hours (or the hours will not be accepted). All required hours must be completed by <b>May 4<sup>th</sup></b> but you are encouraged to complete them earlier! Caution, you must complete all hours and submit the Reflection Paper to earn the full 200 points.</p> <p>You will write a Service Learning <u>Reflection Paper</u> (<i>should be 525 words</i>) related to the agency and your experiences (<i>You must address <u>all</u> three issues as indicated in the Major Projects' folder on the home page or click the links to the right</i>). Also verify your hours in a Log (<i>see the link to the right</i>). The Log documenting your hours <u>must be signed by you and an agency representative</u>. You will scan and submit the Log along with the Reflection Paper in the Assignment Tool (<i>all must be submitted at the same time</i>).</p>	<p><b>20%</b> <b>200 Points</b></p> <p><a href="#">Service Learning Guidelines</a></p> <p><a href="#">Approved Agencies</a></p> <p><a href="#">Service Learning Log</a></p>	<p>Due: <b>May 4</b> 11:59 PM</p> <p>Submit paper &amp; log through the Assignment Tool</p> <p>You are welcome to submit this early</p>

Major Projects (Refer to detailed hand-outs for specific details)	Weight, Points, Details & Rubric	Due Date
<p><b>Option 3) Combined Service Learning (10 Hours) &amp; Second Life Project</b></p> <p>You will complete 10 hours of service learning as described above (<i>make sure you find an agency that will allow only 10 hours</i>). You must follow all the other requirements for the Service Learning portion of this requirement according to the detailed instructions above (Reflection Paper, Log etc).</p> <p>You must <u>write a Service Learning Reflection Paper</u> (<i>should be 525 words</i>) for the 10 Service Learning hours. You must also scan and submit the Log documenting your 10 hours (the log must be signed by yourself and an agency representative).</p> <p>You will also participate in virtual (computerized) learning through the Second Life (SL) software program. If you select this assignment you are responsible for learning how to use it. This assignment is unique and has the potential to help students explore the world virtually and increase their understanding of others on a wider basis. Through Second Life, you can experience virtual field trips, activities, and interaction with others worldwide; allowing exposure to unlimited and diverse opportunities. You will complete required activities as indicated in the project guidelines (see <i>Major Projects folder on the home page or click the link in the column to the right</i>).</p> <p>You must also <u>write a Second Life Reflection Paper</u> (<i>should be 525 words</i>) that addresses <u>all</u> components as outlined in the guidelines (<i>See Major Projects folder</i>).</p> <p><b>All documents</b> (<i>Service Learning Reflection Paper, Log of 10 Service Learning hours, and Second Life Reflection Paper</i>) must be submitted at the same time (due by <b>May 4<sup>th</sup></b>) in the Assignment Tool!</p>	<p><b>20%</b> <b>200 Points</b></p> <p><a href="#">Second Life Guidelines</a></p>	<p>Due: <b>May 4</b> <b>11:59 PM</b></p> <p>Submit through Assessment Tool</p> <p>You are welcome to submit this early</p>
<b>Points for Major Projects</b>	<b>Weight 60%</b> <b>600 Points</b>	
<b>TOTAL POSSIBLE POINTS FOR COURSE</b>	<b>1000 POINTS</b>	

## ASSESSMENT & GRADING

This course includes a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on a module and complete various assignments, activities, discussions, readings, etc. Modules are typically open for a minimum of 10 days. The course modules will normally open on Fridays and assignments are typically due and close on Sunday evenings.

### Online Quiz / Tests

The tests for this course are administered through the Blackboard 'Quiz / Tests' Tool and can only be completed one time within the scheduled time window. All tests are open book. However, you may not team up with other students to take any tests (*this is cheating!*). Please read the on-screen instructions carefully before you click "Begin." Also, it is strongly recommended that you use a wired internet connection while taking tests instead of Wi-Fi (*as it is more reliable*); also make sure you save your answers often (every 5-10 minutes). The tests will be timed; so if you exit the system, the timer continues to count down. The test will not be accessible once the time expires or past the due date.

If you are uncomfortable with testing online, you may choose to complete tests during hours when the Help Desk is open. If you lose Internet connectivity during the tests, log back in immediately and try to continue on with the test. If you are unable to complete your test because of problems, you must contact the Blackboard Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Resolutions regarding exam issues will be made by the instructor on an individual basis depending on this documentation (*it must be an issue related to Blackboard Learn; not personal computer problems*). Don't wait until the due date to complete tests in case you experience computer difficulty.

### Assignment Submission Instructions

All assignments will be submitted using the "Assignment Tool" in Blackboard. This tool is located in the course menu on the left side of the computer screen. Click "Assignment Tool" and then select the appropriate assignment from the list. Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment. Use only the following formats for this course: PDF, Microsoft Word, Word for Mac, or Rich Text. Carefully follow all instructions and use the "Browse My Computer" button to attach documents. The system only allows submissions using the "Assignment Tool" one time; so make sure that you attach all required documents for any assignment at the same time.

If technology difficulties occur prior to a deadline, contact the helpdesk and obtain a ticket number. *If you experience difficulties, always forward me your assignment by email. It will only be graded if it is sent before the due date!* Late assignments are not accepted unless there was a verifiable and documented technical issue with Blackboard (*not related to students' personal computer difficulties*). Always keep a copy of your work before submitting it in case glitches or errors occur.

**Grading**

The method of grading for this course is strictly based on a point system. The table below specifies how grades will be earned in the course. Due to the size of the class, students may have to wait a week or so for any assignments to be graded and posted depending on the size of the class.

**Total Points Possible for Semester = 1000**

*(Occasionally extra credit assignments are available; watch for these announcements)*

Points	Grading Scale
900-1000	A
800-899	B
700-799	C
600-699	D
599 and below	F

Carefully review all assignment instructions, details/guidelines, modules, syllabus, grading rubrics or other criteria to understand how assignments will be graded.

**SCHOLARLY EXPECTATIONS**

All work submitted for credit must be original works created by the student uniquely for this class. It is considered inappropriate and unethical, to make duplicate submissions of a single work for credit in multiple classes, unless specifically approved or requested by the instructor.

**SUCCEED AT UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to:

<http://www.succeed.unt.edu>

**COURSE EVALUATIONS**

The completion of a Student Evaluation survey is a requirement for all classes at UNT. This survey will provide each of you with a chance to comment on the teaching in this course. I am very interested in the feedback as I work to continually improve my teaching. The SPOT (Student Perceptions of Teaching) survey will be made available towards the end of the semester. Pay attention to any announcements regarding when the survey is open and available. You will need to visit [my.unt.edu](http://my.unt.edu) to complete it. Bonus points will be available. Your feedback is appreciated!