

History 4081.001  
The Rise of English Sea Power  
1399-1714

# Spring 2026 - I

MWF 11 – 11:50 am  
Wooten Hall 121

Dr. Donald K. Mitchener  
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## Required Books:

Roger Lockyer and Peter Gaunt. *Tudor and Stuart Britain: 1485-1714*, 4<sup>th</sup> ed.

## Purpose of this Course:

This course is designed to teach students about the most important aspects of the early modern history of the Navy Royal/Royal Navy. Topics will include the administrative and technological development of the English navy during the reigns of the Tudor and Stuart monarchs, its use by English monarchs in the rise to power of the English state from 1399 until 1714, and the influence of both the navy and the sea upon English culture and society during the period under study.

## Course Requirements and Grading Policies:

Students will take four (4) major exams. In addition, they will write one (1) book review. All will be graded on a strict 100-point scale. There will be an up-to-25-point extra-credit question on the final

The fourth exam (the “Final”) will **NOT** be comprehensive.

The grades will be assigned as follows:

A = 90 - 100 points  
B = 80 - 89 points  
C = 70 - 79 points  
D = 60 - 69 points  
F = 59 and below

Exams, and Papers (percentage of grade)	
1 <sup>st</sup> Exam (20%)	Friday, 6 February
2 <sup>nd</sup> Exam (20%)	Wednesday, 4 March
3 <sup>rd</sup> Exam (20%)	Monday, 6 April
<i>Book Review Due (20%)</i>	<i>Monday., 6 April</i>
4 <sup>th</sup> Exam - Final (20%)	Saturday, 4 May 10:00 am – 12 noon (WH 121)

## General Outline:

### Lancaster and York

I. Henry IV, Henry V, Henry VI, Edward IV, Edward V, Richard III

### Tudors

II. Henry VII  
III. Henry VIII  
IV. Edward VI and Mary I  
V. Elizabeth I

### Early Stuarts

VI. James VI & I and Charles I  
VII. The Navy and the Fall of Charles I

### Commonwealth the Protectorate

VIII. Parliament, Oliver Cromwell, Richard Cromwell

### **Later Stuarts**

- IX. Charles II and James II
- X. William III and Mary II, Anne

### **Background Readings:**

#### **Tudors**

- Henry VII (1485 – 1509) Lockyer & Gaunt pp. 1 – 31
- Henry VIII (1509 – 1547) Lockyer & Gaunt pp. 32-124
- Edward VI ( 1547 – 1553) Lockyer & Gaunt pp. 125-144
- Mary I (1553 – 1558) Lockyer & Gaunt pp. 144-162
- Elizabeth I (1558 – 1603) Lockyer & Gaunt pp. 218-294

#### **Early Stuarts**

- James VI and I (1603 – 1625) Lockyer & Gaunt pp. 295-343
- Charles I (1625 – 1649) Lockyer & Gaunt pp. 344-395

**The English Civil Wars** (1642-1649) Lockyer & Gaunt pp. 396-432

**Commonwealth and Protectorate** (1649 – 1660) Lockyer & Gaunt pp. 433-465

#### **Later Stuarts**

- Charles II (1660 – 1685) Lockyer & Gaunt pp. 483-522
- James II (1685 – 1688) Lockyer & Gaunt pp. 525-537
- William III and Mary II (1689 – 1702) Lockyer & Gaunt pp. 537-560
- Anne (1702 – 1714) Lockyer & Gaunt pp. 561-591

### **Additional Background:**

- Tudor Social and Economic History Lockyer & Gaunt pp. 163-194
- Ireland and Scotland (1485 – 1603) Lockyer & Gaunt pp. 195-217
- Ireland, Scotland, and Overseas Possessions (1603 – 1714) Lockyer & Gaunt pp. 594-633
- Early Stuart Social and Economic History (1603 – 1660) Lockyer & Gaunt pp. 466-482
- Late Stuart Social and Economic History (1660 – 1714) Lockyer & Gaunt pp. 634-658

The instructor reserves the right to make determinations concerning the granting of extra credit.

### **Exams:**

The exams are take-home exams.

Students will choose four (4) of the possible essay questions from however many are on the review for a particular exam and write an essay in answer to each of the four (4) that they choose to answer. There is no word-limit for the essays. The student must type all four essays and save them as a single Word document, but the student must begin each essay on a new page. Do not run them together, end to end. I should be able to make four stacks of pages, each containing a complete essay that does not contain any part of any other of the four essays.

I will provide students with an upload site for each exam to which students must upload the single Word document that is made up of their four (4) essays. They must also turn in a paper copy of their essays on the day designated in the syllabus as an exam day.

On the days designated in the syllabus as Exam days for Exams 1, 2, and 3, upload the digital copy of the exam to the provided upload site on CANVAS. Also, come to my office (Wooten Hall Rm 228) between 11 and 11:50 am and turn in the paper copy of your exam.

On the day designated for your final exam, come to the classroom (Wooten Hall Rm 121) so that you can turn in the paper copy of your take-home final and so that you can sit and write out the extra credit for me, if you choose to take advantage of the extra credit.

**Critical Book Reviews:**

Each student must complete one (1) book review. Students must meet with the instructor in order to choose the book to be reviewed. The book to be reviewed **MUST** address a 15<sup>th</sup>-, 16<sup>th</sup>-, 17<sup>th</sup>- or early 18<sup>th</sup>-century (1701-1714) English or British maritime or naval topic and **MUST** be approved by the instructor. In each review, the student should keep the following points in mind:

When you write your book review, it is essential that you recognize that a critical book review is not a book report or a summary. A book review is an essay with both descriptive and analytical components, written for the benefit of a prospective reader of the book itself. The purpose of a critical book review is twofold. The reviewer wishes, first, to inform the reader as to the nature, scope and context of the book under consideration. More important, the reviewer seeks to present an evaluation of the book and what it can teach a prospective reader. In so far as is possible, the review should be objective; it should be an evaluation based upon evidence and examples presented in the review and not upon such subjective criteria as personal likes and dislikes. Evidence should be drawn from the book and can consist of direct references to the text, giving specific page numbers, or well-chosen very short quotes (again, citing the page number).

**Reading the Book:**

When writing your book review, you need to begin with some questions. In fact, you should have these questions in mind BEFORE you start reading the book, and then be looking for answers as you read. There are many questions that you might start with. If you ask yourself these and other pertinent questions before you begin to read, you will be in a good position to evaluate the book.

Here are some basics:

- What kind of a book is this? Is it a research monograph? A novel? A collection of interviews? A piece of journalism?
- Who wrote or edited the book and why?
- If the book was translated, who translated it and why?
- Does the book have a preface, introduction, or appendix written by an editor and/or translator? If so, again, who wrote it and why? How does it relate to the rest of the book, what does it add?
- What places or places and period or periods of time is the book produced in, set in, or telling you about?
- How can you best describe this book to an educated person who has not read it and does not know anything about the specific thing or things, events, places, or people that the book is dealing with?
- What information and (perhaps more importantly) impressions or points of view can a prospective reader pick up from reading this book?

**Finishing up:**

The last paragraph of your review should contain a summary of your review and a clear statement that conveys your overall opinion. It is common to make a statement such as:

- This book delivered on its promise because . . .
- This book was a disappointment because . . .
- This book conveys a picture of . . .
- This book will change the reader's understanding of . . .

The review should have a coversheet. This coversheet is not included when counting the number of pages in the review. Centered at the top of the coversheet, give a full citation for the book read. For example:

Thomson, David. *World History From 1914 to 1968*. 3rd ed. New York: Oxford University Press, 1969.

I do not require you to use a specific citation system in the body of your essay. I do require you to choose a citation system and to use it consistently and correctly. Here are a few sources:

- <http://pitt.libguides.com/citationhelp> (Links to an external site.)
- <https://style.mla.org> (Links to an external site.)
- <http://guides.lib.uw.edu/c.php?g=341448&p=2808823> (Links to an external site.)

Centered at the bottom of this coversheet, give your name, the course number and title (HIST 4081.001, The Rise of English Sea Power, 1399-1714), and the date.

**The body of the review must be seven (7) pages in length.**

**The body of the review must be double-spaced with margins (left, right, top, and bottom) of one inch.**

**Students must use 12 point New Times Roman typeface.**

The instructor will establish an upload site on CANVAS for the review. Student reviews will be checked for plagiarism using turnitin.com. Students will upload an electronic copy of the review to the appropriate CANVAS site and will hand in a paper copy of the review to the instructor. Both the paper copies and the digital uploads must be turned in by the date indicated above (Monday, 6 April 2026).

The book review will be graded on a 100-point scale and will be worth 20% of the student's grade for the semester.

**Punctuality and attendance I:**

Students are expected to be on time for all class meetings and examinations. Attendance will be taken at each class meeting. Attendance will be used, at the instructor's discretion, to determine whether or not the student receives the instructor's "benefit of the doubt" when grades are assigned at the end of the semester. Students with better than 80% attendance will have their final grade bumped up to the next higher letter grade, at the instructor's discretion, if their final average comes within 2 points of that next higher letter grade.

**Office Hours:**

MW 12 noon-2 pm in Wooten Hall Rm 228.

**Contacting Your Instructor:**

It is best to contact your instructor via email. I am not in my office outside of office hours very often, but I check my email regularly. I will get back with you as soon as possible. Also, communication via email ensures that there is a written record of the information passed between student and instructor.

Office hours are provided so that students can meet with the instructor when there is an issue that needs to be addressed. If the student is concerned about his or her grade in the course, please see the instructor as soon as possible so that the issue can be addressed while there is still time. Please, do not wait until it is too late to do something about a problem or to address a concern before meeting with the instructor.

**Information Concerning Grades:**

FERPA rules require that information concerning grades be communicated to the person who has a legal right to see and know that information. I will only communicate grade information if you use your official UNT email account. Grade inquiries using gmail, aol, or any other non-UNT email address will not be answered.

**Handout and Test Return Policy:**

Those students missing class when instructional items and graded tests are distributed can pick up missed materials and graded tests during office hours.

**Class Notes:**

The instructor will furnish PowerPoint presentations to students via CANVAS.

**Cell Phones:**

Cell phones should be turned off or on vibrate.

**Use of Computers in Class:**

Students may use computers to take notes in class. However....

While the instructor understands the popularity and convenience of laptops for this purpose, he also knows that far too often students use their computers to play games and surf the Internet. The misuse of a computer during class in this manner not only harms the student engaged in the activity, but it also is a distraction to others around the student who might actually be in class for the purpose of taking notes in preparation for the tests. To protect the studious, students who misuse their computers in this way will, when caught, be told to shut off their computer.

**Make-up Policy for Major Exams:**

A student missing the First, Second, or Third Exam must make up the exam within one week. A make-up exam will be placed in the History Help Center for students who meet with the instructor and arrange to take the make-up. Make-up exams will not be automatically placed in the Help Center. It is the student's responsibility to make sure that a missed exam is made up within the specified one-week period. Unless other arrangements are made with the instructor, all students who do not make up a test within the one-week make-up period will receive a "0" ["zero"] for that exam.

**History Help Center:**

Located in Wooten Hall, Room 220, the History Help Center provides assistance to students enrolled in history courses at UNT.

**The Instructor reserves the right to add to or to make changes to any and all of the foregoing descriptions, instructions and/or information at his discretion.**

# Nautical / Naval Terms

1. Aback – a term applied to a vessel whose yards are so trimmed that the wind is on their forward side and tending to drive her astern
2. Abaft – towards the stern of a ship, relative to some other object or position.
3. Aboard – on or in a vessel. Close aboard is to be in close proximity to a ship or obstruction.
4. About – across the wind in relation to the bow of a sailing vessel.
5. Adrift – a term denoting floating at random, as of a boat or ship broken away from its moorings and at the mercy of winds and waves.
6. Afloat – the condition of resting buoyantly upon the water, the upward pressure being equal to that of gravity.
7. Aft – at or near the stern or after part of a ship (opposite of fore).
8. Astern – behind a vessel.
9. Athwart – something which is directly across the line of a ship's course.
10. Awash – the condition when the seas wash over a wreck or shoal, or when a vessel is so low that water is constantly washing aboard in quantities.
11. Away – an order to shove off or to lower a boat or draft of cargo.
12. Aweather – towards the direction of the wind; to windward.
13. Aweigh – the situation of the anchor at the moment it is broken out of the ground. When this situation occurs, the ship is no longer secured to the ground and will drift unless under sail or power.
14. Ballast – additional weight carried in a ship to give it stability and/or to provide a satisfactory trim.
15. Batten Down – to secure the openings in the decks and sides of a vessel when heavy weather is forecast.
16. Beam – the transverse measurement of a ship at its widest part. It is also a term used in indicating direction in relation to a ship.
17. Bearing – the direction or point of the compass in which an object is seen, or the direction of one object from another, with reference to (1) the nearest cardinal point of the compass, or (2) true north, measuring clockwise.
18. Beating – working to windward by successive tacks.
19. Becalm – to blanket a sail or vessel by intercepting the wind with other sails or with another vessel. A vessel unable to make progress through the lack of wind is *becalmed*.

20. Bend, to – to secure a sail to a yard or other spar. Also, to shackle the chain to the anchor.
21. Binnacle – a wooden box or non-magnetic metallic container for the compass.
22. Boatswain – (pron. *bō'sun*) in the U.S. Navy, a warrant officer whose major duties are related to deck and boat seamanship.
23. Boatswain's Mate – in the U.S. Navy, a petty officer who supervises the deck force in seamanship duties.
24. Bollards – two vertical heads of iron or wood to which mooring lines are made fast.
25. Boom Out a Sail, to – to extend a corner of a sail with a spar.
26. Bow – the foremost end of a ship.
27. Bowditch, Nathaniel (1773-1838) – the author of the *American Practical Navigator*, the great American epitome of navigation, known popularly among seafarers as *Bowditch*. It is published by the U.S. Naval Oceanographic Office.
28. Bowline – (pron. *bō'lin*) the line leading forward from the bow chock when a vessel is tied up to a wharf.
29. Bowsprit – (pron. *bō'sprit*) a large spar projecting from the stem of sailing vessels.
30. Boxing the Compass – to name the points (and quarter points) of the compass from north through south to north and return backwards and to be able to answer any question respecting its divisions.
31. Break – a sudden rise or drop in a vessel's deck line.
32. Bridge – an elevated athwartship platform from which a vessel is navigated and all activities on deck are in plain view.
33. Bring To, to – to heave a vessel to the wind.
34. Broadside – the full weight of metal which can be fired simultaneously from all the guns on one side of a warship.
35. Bulkhead – a vertical partition dividing the hull into separate compartments.
36. Bulwark – the planking or woodwork, or steel plating in the case of steel ships, along the sides of a ship above its upper deck to prevent seas washing over the gunwales.
37. By the Head – when a vessel is deeper than her normal draft forward.
38. By the Lee – the situation when a square-rigged vessel running free on one tack is thrown off by a sea or bad steering sufficiently to bring her sails aback on the other tack.
39. By the Stern – when a vessel is deeper than her normal draft at the stern, out of trim by an excess of weight aft.

40. By the Wind – sailing close-hauled.
41. Capstan – a cylindrical barrel fitted in larger ships on the forecastle deck and used for heavy lifting work, particularly when working anchors and cables.
42. Careen – to list; a vessel is hove down by careening her, when in a light trim, by use of tackles to a dock or trees on a river bank for the purpose of cleaning her bottom.
43. Cat o'Nine Tails – an implement of punishment in the old navy. It consisted of nine cords each with three knots, all lashed to a short heavy piece of rope. To be so punished was to be *introduced to the gunner's daughter*.
44. Celo-navigation – the science of finding a ship's position by means of observations of heavenly bodies and the mathematical calculation attending them.
45. Close-hauled – the condition of sailing when a vessel sails as close to the wind as possible with her sails full and drawing.
46. Come To, to – to turn toward the wind.
47. Coxswain – (pron. *cox'sn*) the helmsman of a ship's boat and the senior member of its crew who has permanent charge of it.
48. Davits – small cranes from which a ship's boats are slung.
49. Dismasted – to lose a mast.
50. Draft – the depth of water a ship draws.
51. Ensign – the flag carried by a ship as insignia of her nationality, usually hoisted on a staff over the railing about her stern.
52. Fall Off, to – to deviate from the course to which the head of a ship was previously directed.
53. Fathom – a nautical measure equal to six feet.
54. Flag Officer – naval officer above rank of captain. So called because the officer is authorized to fly a personal flag.
55. Flagstaff – a pole on which a flag is hoisted and displayed.
56. Forecastle – (pron. *fō'c'sul*) forward section of weather deck.
57. Freeboard – the distance, measured at the center of the ship, from the waterline to the uppermost complete deck that has permanent means of closing all openings in its weather portions.
58. Gaff – a spar that stands or hoists on the after side of the mast and supports the head of the sail.
59. Gunwale – (pron. *gunnul*) the upper edge of a vessel's or boat's side.

60. Halliards – the ropes, wires, or tackles used to hoist or lower sails.
61. Hatch – an opening in a ship’s deck affording access into the compartment below.
62. Haul, to – to pull (nothing is ever “pulled” aboard ship)
63. Haul the Wind, to – to bring a sailing vessel nearer to the wind after she has been running before the wind.
64. Head – toilet facilities.
65. Heave To, to – to operate a sailing ship or powered vessel in such a way as to make no headway (the vessel remains relatively stationary). [syn. “to lie to”]
66. Heel, to – to lean over to one side, though not permanently.
67. Helm – the steering mechanism of a ship.
68. Hull – the body of a vessel exclusive of masts, yards, sails, rigging, machinery, and equipment.
69. Hull-down – a ship so far distant that only its masts, and/or sails, funnels, etc., are visible above the horizon.
70. Hull a Ship, to – to penetrate a vessel’s hull with shot.
71. Inboard – towards midships.
72. Jackstaff – flagpole at the bow from which the union jack is flown when a ship is not under way.
73. Keel – the main center-line structural member, running fore and aft along the bottom of a ship.
74. Keel-haul – a punishment in which a man was hauled down one side of a vessel under the keel and up the other side.
75. Knot – a measure of speed, not distance, in nautical miles per hour (equivalent to app. 1.1508 statute miles per hour)
76. Larboard – left (now referred to as “port”) side of a ship when looking forward.
77. Larboard (or Port) Tack – the situation of a sailing vessel with her sails trimmed for a wind which comes over her larboard (or port) side.
78. Lee – the side of a ship, promontory, or other object away from the wind.
79. Leeward, to – (pron. *loo’ard*) being situated, or having a direction, away from the wind.
80. List – the inclining of a ship to one side or the other due usually to a shift in the cargo or the flooding of some part of the hull. It is a longer-term situation than a heel.
81. Magazine – compartment aboard ship or ashore fitted for the stowage of ammunition.

82. On the Beam – the direction at right angles to a ship's heading or line of her keel.

83. Outboard – away from a vessel; away from the center fore and aft line.

84. Overhaul – to overtake another vessel.

85. Patent Log (also, Taffrail Log) – a mechanical device used for the purpose of measuring the distance a vessel has sailed.

86. Plimsoll Mark – a figure marked on the sides of cargo carriers indicating the depth to which the vessel can be loaded under given weather and water conditions.

87. Poop – the raised deck and after structure at the stern of a vessel.

88. Press of Sail – said of a vessel which carries an extraordinary spread of canvas for some special purpose such as to avoid stranding, to escape an enemy, etc....

89. Purchase – general term for any mechanical arrangement of blocks and line for multiplying force.

90. Quarterdeck – ceremonial area of the main deck. In sailing vessels, it is abaft the mainmast. It was from the quarterdeck that the captain or master commanded a sailing vessel.

91. Rake, to – to maneuver a warship so that it can fire down the length of an adversary.

92. Rigging – all the rope, chain, metalwork, and associated fittings used to support and operate the masts, spars, flags, sails, booms, and derricks of sailing vessels, and the masts, booms, and derricks of powered vessels.

93. Rudder – a flat vertical surface astern by which a ship or boat may be steered.

94. Scuppers – draining holes cut through the bulwarks to allow any water on deck to drain away down the ship's side.

95. Sheave – (pron. *shiv*) the revolving wheel (or pulley) in a block.

96. Shoal – a patch of water in the sea with a depth less than that of the surrounding water.

97. Spanker – the fore and aft sail set from the after mast of a sailing vessel.

98. Spars – a term applied to all masts, yards, gaffs, booms, etc.

99. Starboard – right side of a ship when looking forward.

100. Starboard Tack – the situation of a sailing vessel with her sails trimmed for wind which comes over her starboard side.

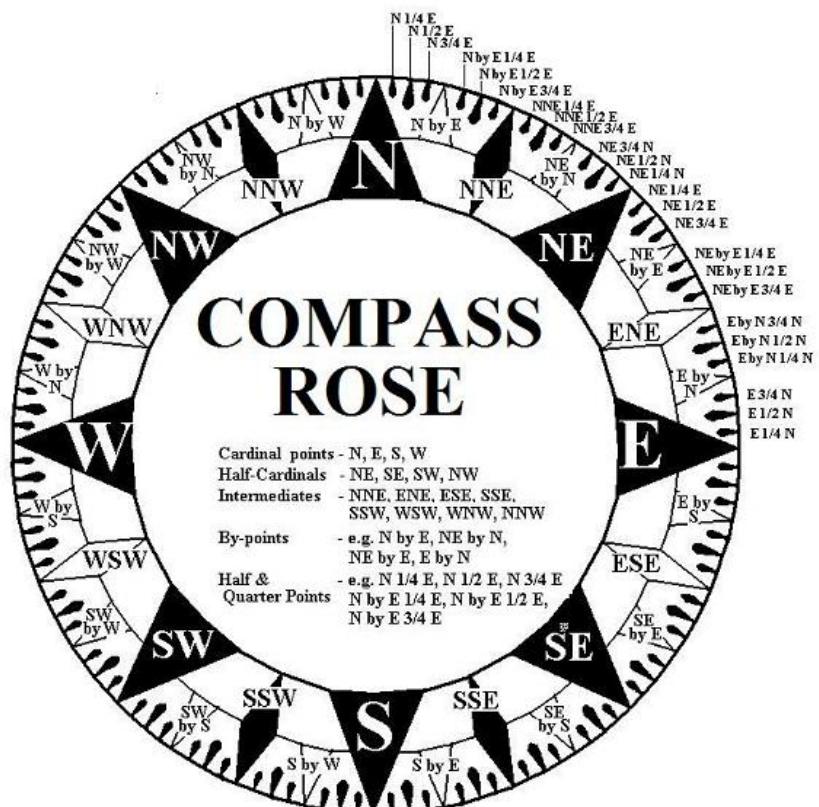
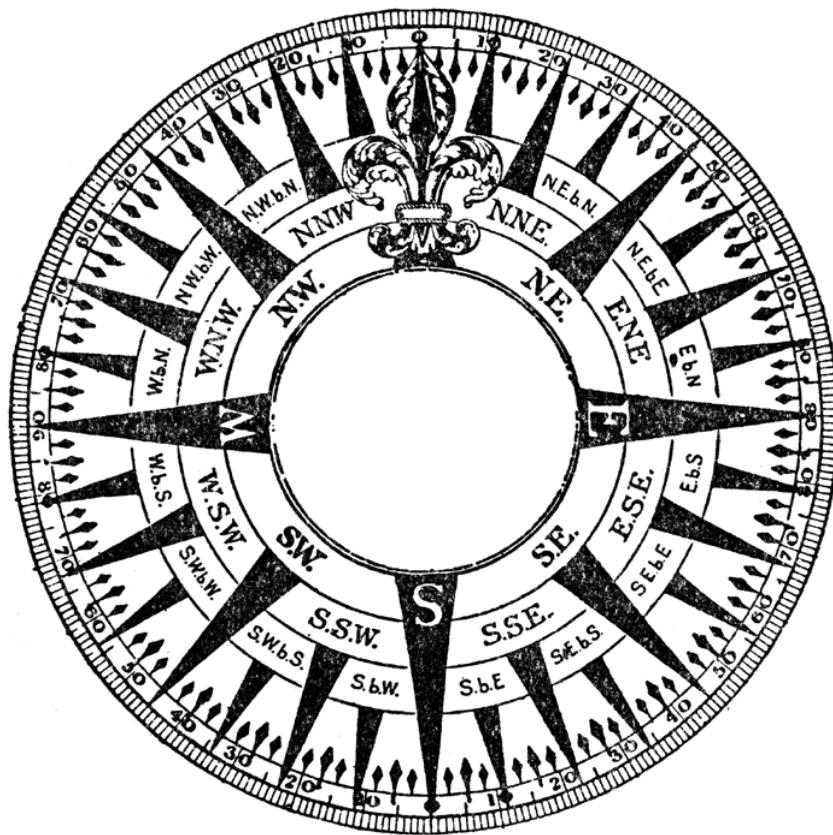
101. Steerage Way – to have sufficient headway for the rudder to grip the water so that a vessel will answer to her helm.

102. Stem – the foremost timber or steel member forming the bow of a vessel.

103. Stern – the after end of a vessel.
104. Strake – line of planks or plates running the length of a vessel.
105. Superstructure – all construction above the main deck of a ship.
106. Tack, to – the operation of bringing a sailing vessel's head to wind and across it so as to bring the wind on the opposite side of the vessel.
107. Tackle – (pron. *tāk'le*) name used for a purchase after a line has been rove through the sheaves and the standing part has been made fast to one of the blocks. Essentially synonymous with "purchase" in everyday usage.
108. Taffrail – the upper part of a ship's stern.
109. Tiller – lever that turns the rudder on a boat. Synonymous with "helm" in a larger vessel.
110. Van – the forward part or group of a formation of ships.
111. Waterline – the line indicated along the side of a vessel by the plane of the surface of the water.
112. Weather – towards the point from which the wind blows.
113. Weather Deck – an uncovered deck exposed to the weather.
114. Weather Gage – the advantage of the wind. It refers to the position of a ship under sail when she is windward of another ship.
115. Weigh – to raise or lift the anchor.
116. Windward, to – in the direction from which the wind blows.
117. Yards – long, nearly cylindrical spars, tapering toward the ends, used for supporting and extending sails.

# Compass points

#	Compass point	Abbr.	Traditional wind point	True heading
<b>1</b>	<b>North</b>	N	Tramontana	0.00° or 360.00°
<b>2</b>	North by east	NbE		11.25°
<b>3</b>	North-northeast	NNE		22.50°
<b>4</b>	Northeast by north	NEbN		33.75°
<b>5</b>	<b>Northeast</b>	NE	Greco or Bora	45.00°
<b>6</b>	Northeast by east	NEbE		56.25°
<b>7</b>	East-northeast	ENE		67.50°
<b>8</b>	East by north	EbN		78.75°
<b>9</b>	<b>East</b>	E	Levante	90.00°
<b>10</b>	East by south	EbS		101.25°
<b>11</b>	East-southeast	ESE		112.50°
<b>12</b>	Southeast by east	SEbE		123.75°
<b>13</b>	<b>Southeast</b>	SE	Sirocco	135.00°
<b>14</b>	Southeast by south	SEbS		146.25°
<b>15</b>	South-southeast	SSE		157.50°
<b>16</b>	South by east	SbE		168.75°
<b>17</b>	<b>South</b>	S	Ostro	180.00°
<b>18</b>	South by west	SbW		191.25°
<b>19</b>	South-southwest	SSW		202.50°
<b>20</b>	Southwest by south	SWbS		213.75°
<b>21</b>	<b>Southwest</b>	SW	Libeccio	225.00°
<b>22</b>	Southwest by west	SWbW		236.25°
<b>23</b>	West-southwest	WSW		247.50°
<b>24</b>	West by south	WbS		258.75°
<b>25</b>	<b>West</b>	W	Poniente or Zephyrus	270.00°
<b>26</b>	West by north	WbN		281.25°
<b>27</b>	West-northwest	WNW		292.50°
<b>28</b>	Northwest by west	NWbW		303.75°
<b>29</b>	<b>Northwest</b>	NW	Mistral	315.00°
<b>30</b>	Northwest by north	NWbN		326.25°
<b>31</b>	North-northwest	NNW		337.50°
<b>32</b>	North by west	NbW		348.75°



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# Spring 2026 - II

MWF 11 – 11:50 pm  
Wooten Hall 121

Dr. Donald K. Mitchener  
Office: Wooten Hall Room 228  
e-mail: donald.mitchener@unt.edu

## Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## Teaching Philosophy:

My job as an instructor is to provide the student with opportunities to learn and to provide guidance as to how best to take advantage of those opportunities. Learning should be an adventure, and I hope to be able to communicate my love of learning and of history to my students. That being said, it is the responsibility of the student to stay engaged with the material that has been laid out for study. We can, together, make this an interesting and productive semester.

**Communication Expectations:** Any personal concerns or comments should be communicated to the instructor either in class or via email. The instructor will answer emails as quickly as possible, usually the same day as received. If the student sends an email late in the day, the instructor will answer the email the next day. Feedback on assignments and grades will be posted within one week of the due date of the assignment or the date on which the exam was given. CLEAR has a webpage for students that provides [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>). Please refer to this set of tips before beginning online communication or sending emails in this course.

## Punctuality and attendance II:

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf) ([https://policy.unt.edu/sites/default/files/06.039\\_StudAttnandAuthAbsence.Pub2\\_.19.pdf](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf)). If you cannot attend a class due to an emergency, please let me know.

## Technical Requirements & Skills:

### Minimum Technology Requirements

- Computer
- Reliable internet access
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

### Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments

### **Communicating via Email:**

- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently.
- Include the course and section number in your email.
- Be concise and to the point.

### **General Communication Guidelines:**

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor," or if you don't know use "Mr." or "Ms." Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.

### **Getting Help:**

#### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

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

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

#### Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

#### Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
- [MathLab](https://math.unt.edu/mathlab) (<https://math.unt.edu/mathlab>)

**Retention of Student Records:**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**Emergency Notification & Procedures:**

UNT uses a system called Eagle Alert to quickly notify students of critical information in the event of an emergency. In the event of a university closure, please refer to CANVAS for contingency plans for covering course materials.

**Student Evaluation Administration Dates:**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [spot.unt.edu](http://spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu). The SPOT Evaluations for Spring 2026 will be open **14 - 30 April**.

**Survivor Advocacy:**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence

Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

**The Instructor reserves the right to make changes to any and all of the foregoing descriptions, instructions, and/or information at his discretion.**