

Canvas Syllabus: <https://unt.instructure.com/courses/40069>

ENGL 1310: 1st Year Writing 1 with Dr. A
Physical Classroom: ART 223
Virtual Classroom: <https://unt.zoom.us/j/6837842372> (Dial In, Audio Only: 1-346-248-7799 (Meeting ID: 683 784 2372)
Instructor (Me): Dr. Deb Armintor
Please call me: Dr. A or Dr. Armintor
My Pronouns: She/Her/Hers/They/Their/Theirs
My Cell Phone: 940-300-9857 (Don't call, but please program my number into your cell, and text me any time, reminding me of your name, course, and section number)
Email: dna@unt.edu (Include in each subject heading your name, course number, and section number)
Course Meeting Times: ENGL 1310.045: MW 2:00 - 3:20 (in the physical & virtual classroom simultaneously)
ENGL 1310.059: MW 3:30 - 5:00 (in the physical & virtual classroom simultaneously)
Attendance & Participation: Participation in CANVAS chats is mandatory, but because of COVID, attendance at real time physical and virtual discussions is optional. I encourage you to keep up to date by watching the virtual recordings of our physical classroom discussions if you can't participate physically or virtually on any given day. Those recordings will be posted in our class Announcements by date; see: Announcements .
Feel free to attend either course section's MW virtual sessions if you can't make your scheduled physical class on any given day. You may also attend the other section's physical class meeting as well, as long as there are available seats without the "don't perch on me" sticker on them.
COURSE TEXT: Students can still buy a digital copy of the book through the bookstore or through Cengage. They also can sign up for a free 14-day trial of the Ebook through Cengage. (Instructions for getting 14-day access to student are posted here: <https://unt.instructure.com/courses/7229/pages/20f-instructions-for-getting-students-free-14-day-ebook-trial>).
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Basic Information
Catalog Description: 3 hours. Writing as discovery. Introduces essential concepts, knowledge, skills, methods, and conventions for writing. Focuses on practicing writing processes and developing rhetorical knowledge through analysis, observation, and self-reflection.
Prerequisite(s): None
Core Category: English Composition and Rhetoric
Course Description
In ENGL 1310, students are introduced to rhetorical tools, invention strategies, and writing processes that will help them thrive as writers in a university setting and beyond. Students begin with personal inquiry, writing about experiences and memories. With an emphasis on description, explanation, and observation, they practice genre conventions, gain rhetorical knowledge, and develop a framework for producing persuasive writing about themselves and their communities. Reading and discussing nonfiction texts helps develop their habits of critical reading and familiarity with academic argument. In the final Analysis Essay, students make the move to academic or public argument by writing about a cultural issue of significance to them. Over the course of the semester, students practice ways to gain critical distance and take an analytical perspective on a topic and themselves. They learn to use conventions of academic analysis and to structure claims and evidence in ways that make their findings clear to their audiences.
Required Materials: THE COMPOSITION OF EVERYDAY LIFE, Brief 6th Edition (Mauk/Metz, Cengage, 2017, ISBN 9780357613740)
Program Values
Writing develops through inquiry, experimentation, and discovery. The act of writing encourages intellectual and personal development, and leads to

greater knowledge retention, deep reflection, and empathy. Writing may teach us new ways to understand ourselves, our world, our communities, and others better. Through writing and listening to the writing of others, we grow intellectually, reflect deeply, and respond empathetically to vital issues facing ourselves, our communities, and our world. Writing facilitates critical thinking about complex issues. Writing is a practice of responding clearly, concisely, and coherently to complex issues. Students studying writing develop their logical skills and learn strategies to address critical problems and attune to audiences with precision and purpose. Writing takes place through a lifelong process supported by revision and reflection. Beyond traditional academic skills and rules of writing, writers develop flexible strategies to read, listen, plan, and collaborate with others by revisiting and reflecting on their writing experiences. Students studying writing learn to reflect on their own writing processes, which might include critical reading, planning, drafting, collaborating, revising, and reflecting, through multiple pages of drafted material. Writing can give us agency to intervene in social issues. Writers intervene in their communities by addressing audience needs and concerns. Academic audiences expect writers to address difficult questions through well-researched writing that is supported with compelling evidence. Other kinds of audiences and communities expect writers to address their needs differently, through flexible rhetorical strategies that offer relevant and timely information. Writing is integral to information literacy and critical reading. In order to write ethically and build credibility with audiences, writers must read sources carefully and know how to assess and use information effectively. Writing is learned through effective and engaging teaching. The First-Year Writing program at UNT provides its instructors with ongoing educational training to help them deliver effective and engaging instruction to students. UNT FYW acknowledges excellence in teaching and fosters a culture that facilitates thoughtful instruction and promotes student success.

Course Objectives Students in this course will be able to

- Assess and explain their own writing habits reflectively
- Identify and describe events from their own personal experiences that give insight into larger cultural issues
- Observe and examine details that make other people, objects, or places unique within specific cultural or social groups
- Analyze and evaluate specific concepts or texts that have significance within larger cultural conversations
- Cultivate effective writing processes through repetition, practice, and revision

Evaluation and Grading:

Grade Breakdown

Note: To earn a passing grade, you must complete all major writing assignments.

15%	– Unit 2 – Writing Experience
20%	- Unit 3 – Writing Community
30%	- Unit 4 – Writing Analysis
5%	- Unit 5 – Final Reflection
15%	- Discussion Boards
15%	- Activities
100%	- Total

Grading Policies and Tips

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to read all assigned texts carefully and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings, practicing writing, and responding to others' writing online. If you do not understand an assignment or expectation, please make arrangements to talk to your instructor right away. Note that you may have reading quizzes or discussions at unannounced times in order to check up on how the class is reading and comprehending the course material.

Rubrics and Scoring Systems

For the purposes of this course, “A” WORK will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context

“B” WORK will constitute a final score of 80-89.99% of total points, and will

represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original“C” WORK will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness“D” WORK will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates“F” WORK will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

Units and Assignments Overview(Note: specific instructions for each assignment may vary from instructor to instructor; the following text is for overview purpose only)Unit 1 –

The Value of Writing:Observing a Topic: Spend time looking around for topics, issues, and ideas that matter to people in your community. Pay attention to groups, businesses, and organizations near you. Alternatively, browse a list of student organizations at UNT. As you observe and browse, make notes about what makes various groups identify with one another. Think of what values they share, such as intellectual ideas or college majors (UNT Ad club); shared physical activities (sports; LARPing; alternative service breaks); shared values or social goals (Art of living club; Asian student association) and so on. For 2-3 of the groups you identify, write down several topics or issues that are most relevant to that group (i.e. ethical uses of technology for the Amateur Radio Club; helping with high dropout rates for Big Brothers Big Sisters). Write a brief introduction to the group and the issues that are most important to them.

Unit 2 – Writing Experience:Literacy/Learning Narrative: Tell the story of a significant experience that contributed to your current relationship with literacy (reading and/or writing) or with learning something new in a particular context. (43)Unit 3 – Writing Community:Ethnography Essay:

Write an essay that explains how the practices of a particular cultural or community group reveal insights about common human experiences. (110)Unit 4 – Writing AnalysisAnalysis Essay: write

a well-researched, well-written analytical essay that meets expected conventions and offers clear and compelling analysis of a specific issue that the writer has defined.

Unit 5 – Final ReflectionReflective Self-Analysis: Analyze your writing for the Analysis Essay in this course, using passages from your own writing and prewriting as evidence for the claims you make about your own writing process and writing strategies.

General Criteria for Writing

AssignmentsAlthough specific rubrics will be posted for each larger writing project, all writing activities in this course generally must meet the following requirements and demonstrate the following desired outcomes.

Purpose and Insight:The written activity explains insights that the writer has gained through careful consideration of their own memories and their readings in the course. This insight is clearly articulated in the activity, along with the writer's purpose. The activity is clear and focused, and the writer coherently represents the complexity of the idea they are writing about.

Context and DescriptionThe written activity shows that the writer understands course material and has read widely enough to help audiences understand the significance of the idea they are writing about. The background context and the question the writer is addressing are both coherent and thorough enough.

Organization and StructureThe written activity is clearly organized with a structure that allows audiences to understand its main point as well as the supporting examples, memories, or passages that contribute to the main point. The writer uses signs and cues to emphasize important ideas and concepts, and the activity has

a coherent structure. Consideration of Other Perspectives The written activity demonstrates careful listening to course ideas, course texts, and to other perspectives related to the topic the writer is addressing. The activity also shows sensitivity towards other writers and builds on others' ideas where possible. Conventions and Correctness The written activity is free or nearly free of errors, is on time and meets all expected conventions of length, style, and language. It is appropriately professional and respectful in tone. Technical Requirements & Skills Minimum Technology Requirements Computer with word processing capabilities, internet access, and web browser Canvas Technical Requirements

(<https://clear.unt.edu/supported-technologies/canvas/requirements>) Computer Skills & Digital Literacy Students in this course should be able to Use Canvas Use email with attachments Use presentation and graphics programs Instructor Policies and Expectations: Attendance and Absences: UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. However, it is the UNT FYW policy that no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course. For this class, attendance means that you must check our Canvas site weekly, and participate in the assigned discussions weekly. I will check your attendance in the class by checking your postings, responses, and assignments each week. If you do not submit your work for a week, you may be counted absent for that week. Writing courses are by nature participatory, collaborative, and discussion-based. If you miss more than 20% of classes (6 class periods for a 16-week course), your grade may be reduced by 10% for each additional week missed. If you miss more than 30% of the class (9 class periods for a 16-week course), then I am authorized to keep you from passing the course. Please arrange any planned absences with me ahead of time in order to avoid penalization. Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President. Communication Expectations: Please communicate with me formally through my UNT email address. When you write me, please include the subject of your email in the subject line, and write your email with appropriate salutations and grammatical language. Note that I am not able to discuss any information relating academic records through email. I ask that you also remember the following guidelines in your communications with me: Treat all communications professionally. Think about spelling and grammar and double-check your response before hitting send or reply. Consider the purpose of any uses of slang or other icons, graphics, or memes. Please use my title in all communications (i.e. "Dr. Armitor" or "Dr. A"). Think about your tone, and remember that email cannot convey nonverbal cues that provide clarity and context in face to face conversations. Take care to respect the personal identities and privacy of yourself, of me, and of others. Respect identities based on gender, sexuality, race, ethnicity, class, and/or culture. Also think carefully about what you reveal and do not reveal, particularly if this information involves your health and/or classroom performance. Please also check the syllabus before you ask me a question about an assignment or course schedule. It helps me if you can also let me know you checked the syllabus before writing, since I put significant time into creating the schedule and the syllabus. In your email subject line, it helps to be descriptive and not vague. Since I receive a lot of emails, I need to

identify your question and problem as quickly as possible. For a sample email, read this article, "How to Email Your Professor." For any online posts in our course, please read the directions and all the messages in a thread before replying so you do not repeat something one of your peers may have already said. Additionally, avoid replies such as "I agree" and instead explain why you agree or do not agree. Also, share examples, citations, and other sources that have supported your conclusions. Remember that if you disagree with anything in class, please refrain from making personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

Instructor Responsibilities and Feedback My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

Disruptions: Excessive disruptions of our class time—including posting inappropriate or inflammatory comments or harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same.

Participation and Civility: We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class-related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class meetings, and discussions
- Showing attention to others in discussion posts
- Completing all assignments on time
- Coming prepared to online conferences/office hours

Using Canvas: Announcements, discussions, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. You must be able to access CANVAS regularly in order to succeed in this course. All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see <https://community.canvaslms.com/docs/DOC-10701>. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324. You also need to make plans to have a backup way to access the technology each week: another computer; the local library; or perhaps the UNT campus. Not having access to the course will not excuse you from the workload each week.

Formatting Your Assignments: All written work needs to be typed and submitted online to our CANVAS site. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 1320). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1") margins, and double-spacing. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

Late or Missed Assignments: All papers are due by class time on the due date (or by the date specified in Canvas). Late work will be penalized severely for each day late unless you as a student have

previously made arrangements with me. Please meet with me as soon as possible if you miss a deadline for an assignment. Using the UNT Writing Center: It is recommended that you schedule an appointment with the UNT Writing Center to request extra help with all of your assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft. In order to make an appointment with a writing tutor, visit <https://writingcenter.unt.edu/online-tutoring>. During your appointment, a writing tutor can help you develop your ideas, organize your thoughts, and clarify your prose. Library skills. Please make yourself familiar with the UNT Library and its resources before you get too far in this course. You can make an online appointment with a reference librarian in order to get one-on-one help using this link: <https://library.unt.edu/forms/reference-appointment/PublicWriting>. You should consider that all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public writing. The writing that you submit in this course will be viewed by me and possibly your classmates as well. Please do not submit any information about yourself that you do not want to be public. Syllabus Change Policy: I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus. Success in an Online Course: While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, "How to Succeed as an Online Student"

(<https://clear.unt.edu/teaching-resources/online-teaching/succeed-online>). 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: <http://www.unt.edu/helpdesk/index.htm> Email:

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>) 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>) Counseling

and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>) UNT Care

Team (<https://studentaffairs.unt.edu/care>) UNT Psychiatric Services

(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>) 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>)Financial Aid (<https://financialaid.unt.edu/>)Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)Career Center (<https://studentaffairs.unt.edu/career-center>)Multicultural Center (<https://edo.unt.edu/multicultural-center>)Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)Pride Alliance (<https://edo.unt.edu/pridealliance>)UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)Academic Support ServicesAcademic Resource Center (<https://clear.unt.edu/canvas/student-resources>)Academic Success Center (<https://success.unt.edu/asc>)UNT Libraries (<https://library.unt.edu/>)Writing Lab (<http://writingcenter.unt.edu/>)UNT Policies(<https://policy.unt.edu/policy/06-049>)COVID-19 Impact on ParticipationWhile participation is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. If you are unable to participate because you are ill, or unable to participate due to a related issue regarding COVID-19. If you can't communicate with me prior to being absent, please notify me as soon as you can that week.If you are experiencing cough, shortness of breath or difficulty breathing, fever, or any of the other possible symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider. UNT also asks that you contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While participation is an important part of succeeding in this class, your own health, and those of others in the community, is more important.Statement on Face CoveringFace coverings are required in all UNT facilities. Although physical attendance is not required in this class for anyone other than the instructor, any student who must attend physically expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.Class Recordings & Student Likenesses (for Zoom recordings)Synchronous (live) Q&A sessions in this course will be recorded on Zoom for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.Academic Integrity Standards and Consequences.According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source

material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

UNT's ADA Accommodation Statement (Required on All UNT Syllabi) UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Dr. A's Supplement to UNT's ADA Accommodation Statement. The ODA exists to ensure that UNT is adhering to ADA, the Americans with Disabilities Act, which is an important federal civil rights law ensuring that people with disabilities are included and equal as opposed to segregated from people without disabilities (a.k.a. "separate by equal") or given additional obstacles that others don't face. It's important for people with disabilities on campus to understand that if you have a disability it's your civil right to be reasonably accommodated anywhere without having to show forms, letters, and registrations to anyone, and without being singled out or discriminated against for your disability. That said, I encourage you to register with the ODA anyway so they can help hold your professors accountable for adhering to ADA in the classroom, and if you'd rather have ODA get the conversation started with your profs. ODA is an excellent resource, but ADA is the law of the land and empowers you. Never apologize for your disability, and never thank someone for "going out of their way to accommodate you." It's not "out of their way;" it's the only way.

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

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 Canvas 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.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for

student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the UNT Policy Page. Access to Information Students' access point for business and academic services at UNT is located at: <http://my.unt.edu>. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>). 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) 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 (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Additional Online Delivery Policies F1 Visa Holder Regulation (link to policy) Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F1 Visa holders. Full-time status for F1 Visa students is 12 hours for undergraduates and 9 hours for graduate students. Instructors teaching online courses should insert information into the syllabus to make F1 Visa students aware of this limitation and provide them with information about options to complete an on-campus experiential component in a course that is otherwise fully-online. NOTE: IN MY CLASS, THAT ON-CAMPUS EXPERIENTIAL COMPONENT = THE TWICE WEEKLY OPTIONAL Q&A SESSIONS IN ART 223 (RECORDED LIVE ON ZOOM). If a F-1 Visa holder intends to take more than 3 SCH of online courses in a term, they will need to document the on-campus experiential component of all courses that exceed the 3-hour limit. This on-campus experiential component can be satisfied in a number of ways including a face-to-face test, lab work, a required on-site lecture, mandatory library orientation, etc. Instructors should develop an option to assist students who request an on-campus experiential component to meet the federal regulation. Instructors should have students requesting this assistance to complete the On-campus Component Reporting Form for Online Courses which requires both the student and the instructor's signature. The instructor should make a copy for the student's departmental file and send a copy to the UNT International Student and Scholar Services (routing address on the form). If you have any questions, please call the CLEAR Faculty Helpdesk at (940) 369-7394. The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).

Student Verification UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education

courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses.

Use of Student Work A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met: The work is used only once. The work is not used in its entirety. Use of the work does not affect any potential profits from the work. The student is not identified. The work is identified as student work. If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.