

SOCI 4250 Gender and Society

Fall 2024

Instructor Contact

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Communication: I welcome your questions and concerns, and I will try my best to assist you. If you need to contact me, please email me by using the CANVAS inbox function. That is my preferred method of communication. My UNT email address is provided above, if needed. I will respond to emails generally within 24 to 48 hours, although email messages received on university holidays and weekends may be delayed until the following business day.

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.

Course Description

4250. Gender and Society. 3 hours. Analyzes gender as a major social institution which intersects with all other institutions, especially the family, work, religion, politics, and education. Stresses programs to change the unequal treatment of women and men in these areas. Surveys contemporary changes and cultural variability in gender role definitions.

Course Structure

This is an online course. Students are expected to log into CANVAS frequently each week and complete the course modules in order. Modules will open on Mondays at 09:00 a.m. and assignments are due on the following Sunday nights by 11:59 p.m. This course consists of weekly quizzes over the material covered in the modules, periodic discussions, and a paper. The paper will be written and graded in parts over the semester. The different parts of the paper will culminate into one final 5–8-page term paper.

Course Prerequisites or Other Restrictions

There are no prerequisites for the course, but you are expected to be familiar with CANVAS using tools such as quizzes and discussions. Additionally, to be successful in this course you will need to:

- Cite sources in your writing, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives in the course discussions.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

Course Objectives

By the end of this course, students will be able to:

1. Remember sociological terms, concepts, and theories pertaining to gender and society.
 - a. To achieve this, students are asked to recall and identify concepts, terms, theories, and research related to the sociological study of gender and society. (Quizzes achieve this objective.)
2. Analyze a particular issue related to gender inequality using the theory of gender structure analysis.
 - a. To achieve this, students will research an issue of their choosing related to gender inequality in society. (The term paper achieves this objective.)
3. Evaluate their own writing process as the term paper progresses.
 - a. To achieve this, students are asked to reflect on the writing process and share how their writing process is developing with their peers. (Discussions achieve this objective.)

Course Goals

The major goal for this course is to provide you with analytic tools that will help you become more aware of gender inequality and take action to address it. This major goal has two main components that constitute the themes running throughout the course:

1. Understanding gender as a social construct
2. Identifying the social processes that create and reproduce gender inequality

To achieve these goals, the importance of *seeing the everyday world as problematic* will be emphasized throughout the course. This means that you will examine aspects of society, perhaps things that you have previously taken for granted about gender relations, in order to identify how certain practices contribute to gender inequality.

Required Materials

No books have been ordered for this course. All materials are provided in either PDF format or through links to the UNT Library System. Students are expected to read through the lectures in

the weekly modules and access the assigned readings as they are presented. Written lectures and assigned readings will be useful in writing your term paper.

Course Technology & Skills

Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

- A working computer and reliable internet access
 - If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
 - If it is not possible to go to campus, please find another working computer with reliable Internet access to complete your work.
- Microsoft Office Suite
- Uploads to Canvas have been set to only accept .pdf .doc .docx files.
 - If the professor or TA cannot open your document, you will be awarded a zero and you should contact them as soon as possible to discuss. If after one week, you have not contacted the professor or TA, the zero will stand.
- Note that CANVAS does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

Rules of Engagement

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA in class sessions and online:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals’ experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk”.

- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Please remember that online classes are very fast paced; thus, it is important for students to stay on top of the assignments and complete them on time. It is essential to your grade to complete all work and submit your assignments by the due date(s) listed in this syllabus. This is imperative for success in this course.

Quizzes and Written Assignments

For written assignments, **please use one-inch margins with double spacing, and 12-point Times New Roman font.**

If referring to any books/book chapters/articles, **they must be properly cited using the American Sociological Association (ASA) format.** Otherwise, it would be considered plagiarism.

Here is a link to the PDF from ASA website which has some quick tips on the ASA citation system:

https://www.asanet.org/wp-content/uploads/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

Remember to proof-read your work before submitting it as the clarity of your writing may influence your grades.

Quizzes, assignments, and exams will generally be turned off at 11:59 pm in this class.

No quizzes, assignments, or exams will be accepted after the deadline without prior approval from the instructor.

Please do not e-mail your assignment to the instructor unless prior approval is given.

Assignments and Technical Issues

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

- In the event of a legitimate emergency, students should contact the instructor via the Inbox in CANVAS or their UNT email to discuss their situation **prior to** missing an assignment.
- In case of severe emergencies, it may be prudent to contact the Dean of Students so that you receive a blanket excuse from the University for your work in all classes.

- Caitlin Edgar, M.S., Student Services Coordinator, Dean of Students Office,
Caitlin.edgar@unt.edu, 940-565-2648.

Students are responsible for knowing the CANVAS environment. This means that students are responsible for their own training in CANVAS. Technical problems with CANVAS software are to be directed to the **Help Desk**.

UNT Help Desk - 940-565-2324 / Sage Hall 330 / helpdesk@unt.edu

Monday - Thursday 8:00 am - midnight

Friday 8:00 am - 8:00 pm

Saturday 9:00 am - 5:00 pm

Sunday noon – midnight

Technical problems with computers or CANVAS **are not** satisfactory excuses for missing assignment deadlines. Please **do not** wait until the last minute to submit assignments. If you experience trouble with your computer or your home internet access, you are expected to use the computer clusters on campus to complete your work on time. If the campus is closed for some reason, you are expected to find some other means to complete your work.

Course Requirements

Below are listed the required assignments and point values for the course.

Assignments and Course Values

Description of Assignment	Points / Percentage
14 Weekly Quizzes: After working through the lecture pages embedded in the weekly modules, students will take a short quiz each week. Each quiz is worth 3 points. Lowest 4 quiz scores will be dropped at the end of the semester.	30 Pts / 30%
Discussions: Students will check-in with their peers using 5 discussions. Students will post and respond to others. Each discussion plus response is worth 2 points.	10 Pts / 10%
4 Writing Workshops: Students will work on a term paper over the course of the semester by completing writing workshops and submitting cumulative portions of their paper.	40 Pts / 40%

1 st Workshop – Paper topic and introduction due. 2 nd Workshop – Adding individual level analysis is due. 3 rd Workshop – Adding interactional level analysis is due. 4 th Workshop – Adding macro level analysis is due. Each of these parts of the paper is worth 10 points.	
Final Paper: By the end of the semester and after completing all the writing workshops, students will revise and edit earlier portions of their papers, add conclusion, craft a reference page, and then submit their final paper.	20 Pts / 20%
Total	100 Pts / 100%

Grading Scale

A = 90 – 100% of 100 points C = 70-79% of 100 points F= 59% or less of 100 points
B = 80 – 89% of 100 points D = 60-69% of 100 points

Details about Course Assignments

14 Quizzes (30 Points)

In CANVAS, students will work through weekly modules by reading lecture pages and by watching films that are embedded in the course. As part of this, students are expected to complete weekly assigned readings. Links to these readings and PDFs can be found in the weekly module. (This is why there is no textbook required for this course.)

At the end of working through the weekly module pages, by the end of the week, students are expected to take a short quiz worth 3 points. If students have worked through the module pages, watched the embedded videos, and read the assigned readings for the course, they should do very well on the quizzes.

Quizzes are worth 30% of your grade and are due on Sundays by 11:59 p.m. Four of your lowest quiz grades will be dropped at the end of the semester.

Discussions (10 Points)

In CANVAS there are five discussions planned for the course. Four of these discussions pertain to the paper students will write in this course. One of these discussions is a general check-in to see how students are faring in the course. To participate in discussions, students should post following all the prompts in CANVAS and then respond to at least one other person in the course. Each discussion is worth 2 points. Discussions are due on Sundays by 11:59 p.m.

Final term paper (60 points)

In this course, students will complete a 5–8-page major term paper. Each student will choose a “gender problem” – a specific area of gender inequality – and conduct an analysis considering the problem at the individual-, interactional-, and macro- levels. These are aspects of society that we will cover throughout the semester. Your paper should use and cite at least 4 pieces of literature from the course.

The paper is designed to be written in five phases throughout the course of the semester, each with a separate deadline and corresponding points. Four of these phases consist of Writing Workshops (described below). The last phase consists of writing the conclusion and putting the finishing touches on the paper.

The reason we write in increments over the course of the semester is so that by the time the full paper is due during finals week, students will have already completed nearly all sections for the paper and will focus on editing, revising, and writing a conclusion.

To help you understand the process the following table has been created:

Workshop	1	2	3	4	No Workshop
Points	10	10	10	10	20
Phase	Phase 1	Phase 2	Phase 3	Phase 4	Final Submission
Sections of Paper Due	Introduction	Introduction	Introduction	Introduction	Introduction
		Individual-Level Social Processes	Individual-Level Social Processes	Individual-Level Social Processes	Individual-Level Social Processes
			Interactional-Level Social Processes	Interactional-Level Social Processes	Interactional-Level Social Processes
				Macro-Level Social Processes	Macro-Level Social Processes
					Conclusion

These four writing workshops are worth 10 points each with a total of 40 Points.

To write the major term paper, throughout the semester students will be learning about a particular way to think about gender in society using Barbara J. Risman and William Scarborough’s multidimensional method of thinking about gender as a social structure at the individual-, interactional-, and macro- levels of society.

Module 1: Introduction to Gender as a Social Structure

Module 2: Gendered Processes at the Individual Level

Module 3: Gendered Processes at the Interactional Level
Module 4: Gendered Processes at the Macro Level
Module 5: Applications of Gender Theory and Conclusion

Workshops are intended to help you write the term paper in this course. Four writing workshops are assigned in this course. After completing all the writing steps in the workshop, students will turn in a portion of their paper. Each time a workshop is completed, your paper will have an additional section added to the paper. So, with each workshop, your paper will get longer.

Writing workshops are completed individually and online on CANVAS.

Grades for Phases 1-4 of the workshops are based on your submission in the writing workshops.

Students who do not participate a writing workshop will not receive points for the corresponding section of the paper due that week and will still be expected to eventually write and turn in that portion of the paper by the time of the next workshop but will no longer be eligible for the points missed.

The final term paper submission is worth 20 points.

When we reach the end of the semester, students should have most of their final paper written from completing the four workshops discussed above. The final paper should make edits and revisions based on the grading comments provided throughout the course. All that students will need to do is add a concluding paragraph and a reference or works cited page at the end. Students should properly use a scholarly format for their paper like ASA. Students will be graded on the quality and content of their final papers. In summary:

Writing Workshops (40%, 10% for each workshop)

Final submitted term paper (additional 20%)

Grade-related policies

Late Assignments (Extensions) and Make Ups

Late assignments will not be accepted. If you would like an extension on an assignment, reach out to me **before** the deadline for it.

Make-up opportunities are only allowed if students contact the Dean of Students to have their personal situation vetted. If the Dean of Students contacts the instructor, the instructor can then work with you to make up the missed work.

Students are expected to be diligent about their grade and performance in the course. Not knowing how your grades are shaping up and contacting the instructor in the days before the finals does not help anyone.

Extra Credit

There are no extra credit opportunities on this course. So, please do not ask for them.

Tentative Schedule

Week/Module	Contents/Readings	Quizzes/Assignments due
8/19-8/25 (Week 1)	<p>Introduction Module - Getting Started - Course Explained</p> <p>Read through the pages in the module that explain the course to you.</p>	Week 1 Quiz (Due by 8/25, 11:59 pm).
MODULE 1: Gender as a Social Structure, Part 1		
8/26-9/1 (Week 2)	Read through the lectures embedded in the Module.	Week 2 Quiz (Due by 9/1, 11:59 pm).
MODULE 1: Gender as a Social Structure, Part 2		
9/2-9/8 (Week 3)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned reading (Available on CANVAS):</p> <p>Scarborough, William J. and Barbara J. Risman. 2017. "Changes in the Gender Structure: Inequality at the Individual, Interactional, and Macro Dimensions." <i>Sociology Compass</i> 11(10).</p> <p>Watch video (Available on CANVAS):</p> <p>Risman Video (SAGE) "Gender as a System of Stratification" (from beginning to 2:09)</p> <p>Risman Video (SAGE) "Gender Structure Theory" (from 2:09 to 5:07)</p> <p>Read through all of the workshop pages related to</p>	<p>Week 3 Quiz (Due by 9/8, 11:59 pm).</p> <p>Complete Writing Workshop 1 (Due by 9/8, 11:59 pm).</p>

	picking a topic and writing an introduction.	
MODULE 2: Gendered Processes at the Individual Level, Part 1		
9/9-9/15 (Week 4)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Eliot, Lise. 2009. "Introduction." P. 1-18 in <i>Pink Brain, Blue Brain: How Small Differences Grow into Troublesome Gaps – and What We Can Do About It.</i></p> <p>Davis, Shannon N., and Alysia Blake. "Does Biology Limit Equality?." P. 109-118 in <i>Handbook of the Sociology of Gender</i>, eds., B. Risman, C. Froyum, and W. J. Scarborough. New York, NY: Springer.</p> <p>Watch video (Available on CANVAS): Risman Video (SAGE) about the Individual Level (from 5:46 to 9:09)</p> <p>Watch video (Available on CANVAS): Eliot's Ted Talk (from 2:07 to 5:45)</p>	<p>Week 4 Quiz (Due by 9/15, 11:59 pm).</p> <p>Week 4 Discussion (Due by 9/15, 11:59 pm).</p>
MODULE 2: Gendered Processes at the Individual Level, Part 2		
9/16-9/22 (Week 5)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p>	<p>Week 5 Quiz (Due by 9/22, 11:59 pm).</p>

	<p>Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." <i>American Sociological Review</i> 63(4):494-511.</p> <p>Davis, Georgiann and Erin L Murphy. "Intersex Bodies as State of Exception: An Empirical Explanation for Unnecessary Surgical Modification." <i>Feminist Formations</i> 25 (2):129-152.</p>	
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MODULE 2: Gendered Processes at the Individual Level, Part 3		
9/23-9/29 (Week 6)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Kane, Emily. 2012. "Chapter 1: Wanting a Girl, Wanting a Boy: Conceptual Building Blocks" P. 27-52 in <i>Gender Trap: Parents and the Pitfalls of Raising Boys and Girls</i>. New York: New York University Press.</p> <p>Read through all of the workshop pages related to the Individual level section.</p>	<p>Week 6 Quiz (Due by 9/29, 11:59 pm).</p> <p>Complete Writing Workshop 2 (Due by 9/29, 11:59 pm).</p>
MODULE 3: Gendered Processes at the Interactional Level, Part 1		
9/30-10/6 (Week 7)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p>	<p>Week 7 Quiz (Due by 10/6, 11:59 pm).</p> <p>Week 7 Discussion (Due by 10/6, 11:59 pm).</p>

	<p>West, Candace and Zimmerman, Don H. 1987. "Doing Gender." <i>Gender and Society</i> 1(2):125-151.</p> <p>Recommended Reading: Pascoe, CJ. 2007. "Compulsive Heterosexuality: Masculinity and Dominance." P. 84-114 in <i>Dude You're a Fag: Masculinity and Sexuality in High School</i>. Berkeley: University of California Press.</p> <p>Watch video (Available on CANVAS):</p> <p>Risman Video (SAGE) about the Interactional Level (from 9:09 to 13:53)</p>	
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MODULE 3: Gendered Processes at the Interactional Level, Part 2		
10/7-10/13 (Week 8)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Hamilton, Laura T., Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. 2019. "Hegemonic Femininities and Intersectional Domination." <i>Sociological Theory</i> 37(4): 315-341.</p>	<p>Week 8 Quiz (Due by 10/13, 11:59 pm).</p>

MODULE 3: Gendered Processes at the Interactional Level, Part 3		
10/14-10/20 (Week 9)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Heilman, Medeline E. 2001. "Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder." <i>Journal of Social Issues</i> 57: 657-674.</p>	<p>Week 9 Quiz (Due by 10/20, 11:59 pm).</p> <p>Week 9 Discussion (Due by 10/20, 11:59 pm).</p>
MODULE 3: Gendered Processes at the Interactional Level, Part 4		
10/21-10/27 (Week 10)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Chavez, Koji and Adia Harvey Wingfield. 2018. "Racializing Gendered Interactions." P. 185-197 in <i>The Handbook of the Sociology of Gender</i>, eds., B. Risman, C. Froyum, and W. J. Scarborough. New York, NY: Springer.</p> <p>Read through all of the workshop pages related to the Interactional level.</p>	<p>Week 10 Quiz (Due by 10/27, 11:59 pm).</p> <p>Complete Writing Workshop 3 (Due by 10/27, 11:59 pm).</p>

MODULE 4: Gendered Processes at the Macro Level, Part 1		
<p>10/28-11/3 (Week 11)</p>	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS): Garcia, Lorena. 2009. "Now Why do you Want to Know about That?": Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth." <i>Gender & Society</i> 23(4): 520-541.</p> <p>Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail." <i>Harvard Business Review</i>.</p> <p>Watch video (Available on CANVAS):</p> <p>Risman Video (SAGE) about the Macro</p>	<p>Week 11 Quiz (Due by 11/3, 11:59 pm).</p> <p>Week 11 Discussion (Due by 11/3, 11:59 pm).</p>
<p>MODULE 4: Gendered Processes at the Macro Level, Part 2 11/4-11/10 (Week 12)</p>	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS): Collins, Caitlyn. 2019. "Chapter 1 SOS." P. 1-26 in <i>Making Motherhood Work: How Women Manage Careers and Caregiving</i>. Princeton, NJ: Princeton University Press.</p> <p>Richie, Beth. 2012. "Chapter 4: Black Women, Male Violence, and the Buildup of a Prison Nation." P. 99-124 in <i>Arrested Justice: Black Women, Violence, and America's Prison Nation</i>.</p>	<p>Week 12 Quiz (Due by 11/10, 11:59 pm).</p>

	New York: New York University Press.	
MODULE 4: Gendered Processes at the Macro Level, Part 3		
11/11-11/17 (Week 13)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Chatillon, Anna, Maria Charles, and Karen Bradley. "Gender Ideologies." P. 217-224 in <i>The Handbook of the Sociology of Gender</i>, eds., B. Risman, C. Froyum, and W. J. Scarborough. New York, NY: Springer.</p> <p>Cooky, Cheryl, Michael A. Messner, and Robin H. Hextrum. 2013. "Women Play Sport, But Not on TV: A Longitudinal Study of Televised New Media." <i>Communication & Sport</i> 1(3):203-230.</p> <p>Read through all of the workshop pages related to the Macro level.</p>	<p>Week 13 Quiz (Due by 11/17, 11:59 pm).</p> <p>Complete Writing Workshop 4 (Due by 11/17, 11:59 pm).</p>

MODULE 5: Applications of Gender Theory		
11/18-11/24 (Week 14)	<p>Read through the lectures embedded in the Module.</p> <p>Assigned Reading(s) (Available on CANVAS):</p> <p>Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." <i>Social Problems</i> 53(4):483-499.</p>	<p>Week 14 Quiz (Due by 11/24, 11:59 pm).</p> <p>Week 14 Discussion (Due by 11/24, 11:59 pm).</p>
Thanksgiving Break 11/25-12/1 (Week 15)		
Wrapping Up the Course		
12/2-12/6 (Week 16)	<p>Read through the pages embedded in the Module. These pages can help to conclude the course and prepare you for turning in your final term paper.</p>	
Finals		
12/7-12/13 (Week 17)		<p>Entire paper is due by 11:59 p.m. on Tuesday, December 10</p>

This syllabus may be modified by the instructor to achieve course goals.

UNT Policies

Academic Integrity Policy

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

ADA Policy

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

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

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 directed to leave the

classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.