



**University of North Texas
College of Education
Department of Educational Psychology
HDFS 3213: Infant and Toddler Intervention and Education
Spring 2026**

Instructor: Kelly Berthiaume, PhD
Email: Kelly.berthiaume@unt.edu
Office Hours: Tuesday & Thursday @ 2 -3 PM or by appointment or via Zoom
Office: Matthews Hall 304L
Class Meets: Tuesdays and Thursdays 12:30PM - 1:50PM
Class Location: Art Building **Room: 226**

Required Texts

Wittmer, D.S., & Petersen S.H. (2018). Infant and toddler development and responsive program planning: A relationship-based approach (4ed.). Upper Saddle River, NJ: Pearson.

Prerequisite(s): HDFS 3113 or equivalent

Course Description:

Focus on roles of professionals and parents/caregivers in fostering individual infant and toddler development through appropriate interactions and care, safe and healthy environments, and developmental intervention. Observations with infants and toddlers required. Course has been approved as fulfilling competencies for Early Intervention Specialist Credential.

Course Objectives:

1. Identify developmental milestones in children birth to age three.
2. Describe, understand, and apply the relationship-based approach to nurturing cognitive, language, physical, social, and emotional development in infants and toddlers.
3. Describe and apply developmentally appropriate, culturally sensitive, and relationship focused practices that encourage the optimal development of infants and toddlers.
4. Evaluate infant and toddler care environments for appropriateness and quality.
5. Design and implement child-centered, responsive curriculum for infants and toddlers.
6. Understand the roles and responsibilities of an infant and toddler professional.
7. Understand the importance of cultural humility and competence when working with infants and toddlers, as well as their families, schools and communities.

Attendance (20 points): 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 as stated in the Student Attendance and Authorized Absences Policy (PDF) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf)

An absence may be excused for the following reasons:

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.

If you cannot attend a class due to an emergency, please let me know at the earliest convenience. Your safety and well-being are important to me. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Attendance Breakdown

<i>Students who miss 3 or less classes</i>	20 points
<i>Students who miss 4 to 5 classes</i>	15 points
<i>Students who miss 6 to 7 classes</i>	10 points
<i>Students who miss 8 classes</i>	5 points
<i>Students who miss 9+ classes</i>	0 points

Course Assignments:

Professional Development Workshop Assignment (200 points)

This is a group project. You will design a **30-minute** professional development workshop for infant and toddler caregivers based on topics covered in this course. You will collectively create a PowerPoint, handouts, and any other activity for your workshop. You will complete a workshop proposal for submission. You will facilitate this workshop at the end of the semester.

- Proposal [Part 1] -- 25
- Proposal [Part 2] -- 25
- Workshop Reference Page – 15
- PowerPoint – 50
- Handouts – 25
- Workshop Implementation- 50
- Evaluations – 10

Reflective Activities (150 points)

Discussion and critical thinking are important elements in this course. Through discussion, you get to express your ideas and views about specific topics relating to infant and toddler intervention. You will have chapter-related activities throughout the semester. These will be weekly, in-class assignments; however, most will require outside work. Class attendance is required. Failure to attend without an university-excused absence will earn you a zero on these assignments. **There are 15 reflective activities at 10pts each for a total of 150pts**. Students are permitted to miss two reflective activity (for a total of 13) with no penalty. For the missed assignments, students will have the missed reflective activity (no more than 2) replaced with their average reflective scores. Due every Saturday by 11:59PM when not completed during our class meeting time.

Reading Check Points (50 points)

Reading check points (RCP) will be used to assess your understanding of the reading material assigned in the course. There will be 5 timed RCPs: each worth **10 points each**. Each of the 5 RCPs will include ~5 to 10 multiple-choice, true/false, or fill in the blank questions. RCP will open Saturday at 8:00AM and will close on Sunday at 11:59PM (for the week indicated). At the end of the semester. The lowest RCP grade will be dropped at the end of the semester.

Field Requirements - Observation and Participation with Infants and Toddlers

You are required to observe and participate with infants and toddlers (**under 3 years of age**) and their parents or caregivers (**Observation #1—50 points**). You will also complete an observation of an infant or toddler program e.g. child care (**Observation #2—50 points**).

Note. Students will NOT need to complete face-to-face observations as observation videos will be provided to you by the professor.

Observation Assignments (100 points)

This assignment requires that you observe an infant or toddler, as well as their interaction with a caregiver. You may focus on what you observed “adults doing and saying” which encouraged or discouraged self-help and explain why. Discuss how the environment promoted (or failed to promote) exploration and independent functioning of the child. Specifically describe adult behaviors/human environment and physical environment encourage things like self-help skills “dressing”, “grooming”, “feeding & eating”, “play”, and “toileting”. What “appropriate” or “inappropriate” adult language, affect, and behaviors related to encouraging self-help skills and related behaviors did you observe?

You will write a 2-3 page report of your observation. Within this report, you will design an intervention plan for the home. This should be done in APA formatting with proper citations and supports for your intervention plan.

Figuring Out Your Grade:

This course will utilize the following assessments to determine student grades and proficiency of the learning outcomes for the course.

- Chapter Readings
- Reading Check Points
- Reflective Activities
- Workshop Assignment
- Observation Assignments

Once work is submitted there is about a one week turn-around time for grades and assignment feedback on items. **NO late work is accepted.** The point range is an estimate based on the final total points earned in this course. Points earned may be less or more than what is reflected on this syllabus.

Assessment	Total Points
Attendance	20 Points
Introduction to Peers	10 Points
Reading Check Points (5x10pts)	50 Points
Reflective Activities (15x10pts)	150 Points
Observations (2x50pts)	100 Points
Educational Workshop	200 Points
Total Points Possible	530 Points

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 59%

COURSE CALENDAR

Students are required to keep up with all course assignments and requirements. All assignments **MUST** be submitted through the designated submission links within the corresponding modules on the Canvas course. **All assignments are due by 11:59 pm on the posted due date.** I recommend that you work ahead of schedule.

Week (starting on Tuesday)	
Week 1 - Introduction to the Course, First Week of Class	1/13
○ Review of Course, Syllabus, Requirements ○ Read: Chapter 3 (pg. 49-68) and articles ○ Activity #1 –Reflective Exercise	
Week 2 – A Relationship-Based Model and the Importance of the Infant and Toddler Years	1/20
○ Class Lectures/Discussion ○ Read: Chapter 1 and all supplemental materials ○ Activity #2 – Reflective Exercise	
Week 3 –Infants, Toddlers, and Their Families	1/27
○ Class Lectures/ Discussion ○ Read: Chapter 2 and all supplemental materials (RCP #1 due –2/1) ○ Activity #3- Reflective Exercise	
Week 4- Infant and Toddler Development and Atypical Child Development: <i>The Beginning</i>	2/3
○ Class Lectures/Discussion ○ Read: Chapters 4 & 5 and all supplemental materials ○ Activity #4: Reflective Exercise	
Week 5 – Infant and Toddler Development and Atypical Child Development: <i>Emotional & Social Development</i>	2/10
○ Class Lectures/Discussion ○ Read: Chapters 6 & 7 and all supplemental materials (RCP #2 due –2/15) ○ Activity #5 - Reflective Exercise	

<p>Week 6 – Infant and Toddler Development and Atypical Child Development: <i>Cognition & Language Development</i></p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapters 8 & 9 and all supplemental materials. ○ Activity #6 - Reflective Exercise 	2/17
<p>Week 7 – Infant and Toddler Development and Atypical Child Development: <i>Motor Development</i></p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapters 10 and all supplemental materials. ○ Activity #7 - Reflective Exercise ○ Observation Assignment One Due –3/1 	2/24
<p>Week 8- Responsive Program Planning: Quality, Health, Safety, and Nutrition</p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapter 11 and all supplemental materials (RCP #3 due –3/8) ○ Activity #8 – Reflective Exercise ○ Workshop Proposal Due –3/8 	3/3
<p>—SPRING BREAK—NO CLASSES</p>	3/9—3/15
<p>Week 9– A Relationship-Based Approach to Learning and Development</p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapter 15 and all supplemental materials ○ Activity #9 – Reflective Exercise 	3/17
<p>Week 10 –3R Approach: Behavior Intervention for Young Children</p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapter 14 (pg. 384-401) and article ○ Activity #10 – Reflective Exercise ○ Workshop Reference Page Due—3/29 	3/24
<p>Week 11- Early Intervention and Education for Special Populations</p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Articles (RCP #4 due –3/29) ○ Activity #11 – Reflective Exercise ○ Observation Assignment Two Due –4/5 	3/31
<p>Week 12– Responsive Program Planning: Routines, Environments, and Opportunities: Day to Day the Relationship Way</p> <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapter 13 and all supplemental materials ○ Activity #12 - Reflective Exercise ○ Workshop Proposal Part 2 Due-- 4/12 	4/7
<p>Week 13 – Infant and Toddler Professionals</p> <ul style="list-style-type: none"> ○ Read: Chapter 16 and all supplemental materials (RCP #5 due – 4/19) ○ Home Visiting Strategy ○ Activity #13 - Reflective Exercise ○ Workshop PowerPoint, & Handouts Due – 4/23 (Tues.) 	4/14
<p>Week 14- Infant and Toddler Professionals con't</p> <ul style="list-style-type: none"> ○ Class Lecture/Discussion 	4/21

<ul style="list-style-type: none"> ○ Read: Article Activity #14 – Reflective Exercise ○ Workshop Presentations Begin! ○ Workshop Group Evaluation Due –4/28 (Tues.) 	
Week 15 - Creating a Relationship-Based Curriculum <ul style="list-style-type: none"> ○ Class Lectures/Discussion ○ Read: Chapter12 and all supplemental materials ○ Activity #15 - Reflective Exercise ○ Workshop Presentation Day #2 	4/28
Week 16 – Finals Group Presentations <ul style="list-style-type: none"> ○ Workshop Presentation Day #3 ○ Course Wrap-up 	TBD (attendance is mandatory)

COURSE POLICIES AND UNIVERSITY REQUIREMENTS

Syllabus and Schedule Changes: Should the need arise, due dates may be delayed to benefit the student by the instructor. This syllabus is a tentative plan and I reserve the right to change it at any time, with proper communication of all changes.

Grades: Grades are figured according to the policies laid out in the syllabus. This course is based on a point system not a percentage system. Please do not try to equate the two. The syllabus outlines how many points are necessary for an A, B, etc.

Late work: This is a junior & senior level class. **I will not accept late work.** You need to ensure you are keeping up with your work and turning it in on time. **If you do not turn your assignments in on time, you will receive a zero for that assignment.** If you are needing an excused absence, then you need to contact me for authorization to submit your assignment. If you do your work in advance this should not be an issue.

Submission of Assignments - All assignments will be submitted on Canvas or in class. Canvas assignments should be submitted prior to the due date to avoid any technical issues that may arise. Employment, time management, and computer problems are examples of excuses that are not valid. Follow instructions on Canvas and/or call the student help line if a technical problem arises. A windstorm and lack of electric power is an example of a verifiable excuse for lack of computer access. However, there are free access computer labs available on campus and in libraries in communities.

All written assignments should be professional in appearance. Your work is expected to be at the level of a professional in the field and well edited. Written work should be spelling, grammar, and typographical error free. Points will be deducted for any assignment not meeting these expectations. Be sure to follow the formatting guidelines provided for each assignment in this course.

COMMUNICATIONS POLICY:

- Check for announcements often
- Contact your instructor (by email) for questions about the course that cannot be answered by reading the syllabus or Canvas (i.e., requirements, assignments, exams, or grades).
- During the week you will receive a response to questions within 24 hours. On the weekends, expect to wait 48 hours for a response.
- Course questions may be posted in the General Discussion Board as students often have the same questions. Please do not include “technical” questions.

ATTENDANCE AND PARTICIPATION

It is my expectation that you come to class regularly. This has a direct correlation on how well you perform in the course. I expect students to come to class prepared and capable of adding to the intellectual discourse during class.

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "**cheating**" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "**plagiarism**" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The course is designed in learning modules. Each module contains all the necessary information about the course objectives, including readings, assignments, and videos. When all else fails, [What Should Students Do First?](#)

When you log in to Canvas, you will see a menu bar on the left hand side of the course. There is a variety of information located here. Please begin by reading the course introduction and syllabus in its entirety. **Due dates are firm but will be adjusted if needed.**

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to duplicate a single work for multiple classes. This is an upper level course, therefore I expect a high level of critical thinking and discourse.

RESOURCES

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

UNT Portal:	http://my.unt.edu
UNT Canvas Student Resources/Technical Support	http://www.unt.edu/helpdesk/
UNT Library Information for Off-Campus Users	http://www.library.unt.edu/services/facilities-and-systems/campus-access
Course Library Page	http://guides.library.unt.edu/dfst3423
UNT Computing and Information Technology Center	http://citic.unt.edu/services-solutions/students
UNT Academic Resources for Students	http://www.unt.edu/academics.htm
Computer Labs	College of Education General Access Lab Matthews Hall Room 309 https://www.coe.unt.edu/student-computer-lab General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

Readings Assignments

Reading assignments and on-line materials are provided for your convenience to help you understand the material at a deeper level. It is the expectation that you have thoroughly read all material prior to class so that you are able to contribute to the discourse and are successful on class assignments and assessments; this includes links to other websites.

Due Dates

Due dates for all assignments are either Saturday 12:00PM or Sunday by 11:59 PM.

Interaction with Instructor Statement

There are two primary methods of communication for this course. If you have a personal concern or question please use email to contact me at Dana.Booker@unt.edu. If you have a general question about the course or an assignment that all students would benefit from hearing an answer to, please use the discussion board Q and A. The Q and A is for questions only. Please do not use the Q and A for personal questions or concerns. Students should expect to have all assignments graded within two weeks of the due date. This may be sooner but please allow two weeks for grading. Communication in the course should be professional. Please avoid the use of texting language when sending emails. Writing should be at a college level.

Assignment Policy

The due dates for all assignments may be found on the course calendar and each module. This calendar is subject to change to benefit you the student. Assignments should be saved as .DOC or .pdf files for access. Please do not submit assignments via email. **There are no extra credit assignments for this course.**

Classroom Citizenship

The following information provides you with expectations about course etiquette.

Etiquette is the expectations of appropriate behavior and interaction while in this course.

1. The first thing we all need to remember is that we are all humans. Please treat everyone with the same dignity and respect you would want. Your comments should not be personal attacks in nature but constructive comments to support the learning. Asking questions are an important part of this process.
2. Respect the learning process. Many of the assignments you will have in the course require you to collaborate with others. If you are not participating, you are preventing others from participating fully.
3. Be clear and concise in your assignments/posts. Make sure you are answering the question and responding with a thoughtful response.
4. Language should be used at the collegiate level. In posts, avoid the use of texting language. Keep this professional.
5. Make sure your comments/posts add something to the conversation. We do not want to just say what someone else has said. We want to hear your original thoughts.
6. Ask yourself, "How can you add value to the discussion?"
7. No flaming. In a debate, be open-minded and respect the person's opinion. Back up your own opinion with proof to support your case. Do not resort to name-calling, inflammatory remarks, or tantrums.
8. Respect the diversity of the course membership. We are all from different backgrounds. Be careful not to make judgments about others or their situation.

If we follow these rules, we can build a community of learners that feel safe and confident to express their thoughts.

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. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at <http://www.my.unt.edu>. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: <http://eagleconnect.unt.edu>.

ADA STATEMENT

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to 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. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>.

SUCCEED AT UNT

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

Student Support Services (SSS)

All activities and services provided by Student Support Services (SSS) are intended to help students progress through their degree to an on-time graduation. Please refer to the website <https://trio.unt.edu/sss> for detailed list of services.

ADD/DROP POLICY

To drop a class login at www.myunt.edu and follow the directions:

- 4/5 last day to drop or withdraw with a W or WF

If you miss more than two weeks of class without documented excuses, you will be dropped from the class during the instructor drop dates. You must be passing the class to receive a grade of W. If you are failing the class due to low grades or not turning in work, you will receive a grade of WF.

POLICY ON SERVER UNAVAILABILITY OR THER TECHNICAL DIFFICULTIES

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Help & Resources

If you are feeling lost or overwhelmed. . .

1. Succeed at UNT

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

2. Make an appointment with me

I am more than happy to meet with you. You are welcome to email me, and we can find a time for us to meet. Many problems can be resolved through open lines of communication!

3. Try forming a study group!

Study groups can help you by allowing you to: share notes and study tips, grapple with class material and bounce around ideas, learn class material faster and easier, and, make new friends! Consider forming a study group to help you manage the reading load for this course.

4. Visit the Writing Center often

You may visit the [Writing Center](#) (Sage 150) at any point in time over the course of the semester. The Writing Center offers help at any stage of the writing process, and can give you substantive feedback on your writing. You can [email to schedule](#) or [call 940.565.2563](#).

5. Visit one of the UNT Health and Wellness Resources for Students

UNT has a rich set of resources for students who need a little help with a range of issues. There is the [Student Health and Wellness Center](#), the [Pohl Rec Center](#), and the [Counseling and Testing Services](#). *Any student who faces challenges securing their food or housing (whether it affects their performance in the course or not) is urged to contact the Dean of Students for support <http://deanofstudents.unt.edu/resources/food-pantry>. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.*

If you are struggling this semester, come talk to me sooner rather than later. Do not wait until the end of the semester, when it may be too late.

As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas/Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines:

<https://registrar.unt.edu/transcripts-and-records/update-your-personal-information>

SYLLABUS ADDENDUM

The following are important tips/guidelines/requirements that will ensure your success in this class:

1. DO read the syllabus and the assignment guidelines on Canvas carefully. I do my best to lay everything out for you all in those documents. If you read and follow them carefully, you will successfully complete all the major requirements for the course. Everything you ever needed to know about the class (i.e., course schedule, my office hours, my office location) is provided in the syllabus.
2. If you ever have any questions about anything in the assignment guidelines or other course documents, ASK! I want to help you do well in this class and providing clarification is one way for me to do that. If you wait until the day before the assignment is due to ask a question you may not get an answer.
3. DO check your UNT email. I will send class emails to your UNT account so you either need to access that email account regularly or forward your email to another account that you use. You will miss extremely important information if you do not check the emails I send.
4. DO check Canvas announcements weekly.
5. Deadlines are deadlines for a reason. Late assignments will **not** be accepted. Please be respectful of my time and your classmates and turn in assignments on time.
6. Please submit all work to Canvas unless otherwise stated by me. This provides you and me with a record that the assignment has been submitted. Please do not email me any assignments. I will send them back and ask you to submit on Canvas.
7. I will provide feedback on each paper. Please read the feedback. Ask questions if you have them.
8. When completing an assignment, please follow the structure I provide for you in the specific assignment guidelines (if one is provided). This ensures that you are covering the correct material in the correct way.
9. Please know your attendance in class is important to me. I will notice when you are gone and highly encourage you to be present. If you cannot demonstrate active and regular participation in this course, you will need to drop and take this course at another time.
10. Again, please ask for assistance in a timely manner (i.e., not the hour before an assignment is due)! I am here to help you....just reach out!