
PSYC 3490.501 Psychology of Women and Gender
Spring 2026 Course Syllabus
Monday/Wednesday/Friday 2:00 PM – 2:50 PM
FRLD

About Me:

Instructor: Dr. Kaitlin Brunett (she/her) **it's pronounced like the hair, or Dr. B works too**

Office Location: FRLD 366, Station S (Frisco Campus)

Office Hours: Th 3:30-4:30pm, or by appointment

Email: kaitlin.brunett@unt.edu

TA: Hunter Williams

Office Location: TH 215

Office Hours: T 7-8:30am; W 7-8:30am

Email: hunterwilliams@my.unt.edu

Teaching Philosophy:

“We shouldn’t teach great books; we should teach a love of reading. Knowing the contents of a few works of literature is a trivial achievement. Being inclined to go on reading is a great achievement.” –B.F. Skinner

The above quote comes from American psychologist, behaviorist, inventor, and social philosopher, Burrhus Frederic Skinner and embodies a key aspect of my teaching philosophy: it is not enough to teach content and hope that the students learn it, but instead we must teach a desire to learn on your own. Curiosity is a crucial part of learning, both for student and instructor, and I am committed to fostering curiosity in my students at all levels. While teaching past courses, my commitment to not only providing my students with the knowledge they need to be successful, but also with the curiosity and drive to pursue higher understanding has been of the utmost importance to me. As such, I commit myself to being available to my students for questions about class or to chat about their outside work. While tests and quizzes are a necessary part of this course, I strive to integrate them in a way that goes beyond memorization as well as incorporate other opportunities for assignments and advancement. I also endeavor to foster meaningful conversations in the classroom by encouraging students to engage with me and others in thoughtful consideration of the lecture material. I believe such strategies will lead to a deeper understanding of the course content for my students and myself.

Communicating With Me:

I love chatting with students, so I encourage you to reach out! Email is the best way to contact me. Importantly, please only use your official UNT email to contact me, otherwise I will not be able to respond. I check my email Monday-Friday, typically between the hours of 8am-6pm Central Time. I do not check emails after 6pm or on Saturdays and Sundays because I value a work/life balance and I’m an old lady who likes to spend my evenings in front of the TV with my cat before going to bed at 10pm. That being said, you are more than welcome (and encouraged) to email me at any time. I have an open email policy, so even if I may not respond until the next day, please feel free to send the email!

I do my best to respond within 24 hours (unless you email Friday at 7pm then I won't respond until Monday), but the semester can get busy, and I have multiple classes to manage. If you go more than 3 days without getting a response from me, please reply to your original email so it pops to the top of my inbox again.

Office Hours:

The hour mentioned above is your hour! You don't need to email me to say you're coming (unless you really want to), just pop on by! While priority will be given to students who have specific questions about lecture content or assignments, I also welcome any and all questions you may have. I am an early career professor so I very recently went through the grad school gambit and am happy to answer any questions you may have about that if it's something of interest to you. I also have a wide range of research interests that are no longer the focus of my career but still reside close to my heart that I'd love to chat about.

Also feel free to chat about none of the above! We can talk about the weather, my cat Cosmo who will make frequent appearances in lecture slides, the TV show you're currently binge watching, really anything.

Basic Course Information

Overview and Objectives:

This course provides an overview of topics related to the psychology of women and gender. Topics include, but are not limited to, gender socialization, gender stereotypes, sexuality, sexual orientation, gender violence, media, relationships, and health. We will focus on topics across multiple psychology disciplines. We will also explore psychology of women and gender for diverse groups and across varied historical and cultural contexts. This is an in-person course. Attendance is an essential part of the course and in-class activities will make up part of your grade.

You will be exposed to directed readings from your textbook, real case studies, team activities, and engaging lecture material. My hope for you is that you find the science of psychology/human behavior both challenging and interesting. Psychology is a fun subject (I willingly chose to do it until the day I die because the economy will never allow me to retire so I should know) and I will work hard to make each topic as engaging as possible!

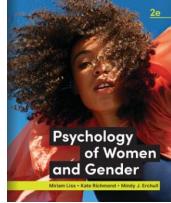
Course Learning Objectives:

1. Describe foundational theories and research relevant to the psychology of women and gender
2. Critically evaluate theories and research on gender and assess their implication for individuals and groups
3. Demonstrate an understanding of systems of power/privilege and societal oppression related to gender

Required Materials:



iClicker: We will be utilizing iClicker in this class to take attendance each day. You can sign up for free through your UNT account by accessing <https://student.iclicker.com/#/login>. Search for our class and make sure you register for the correct one!!! **Brunett – PSYC 3490.501 – S26**



Textbook: Liss, M., Richmond, K., & Erchull, M. J. (2024). *Psychology of Women & Gender* (2nd edition). Norton.

*Online is **not utilized** in this class, either print version or e-book alone will suffice. *

Course Structure:

Our course is in person or “Face to Face” because I want to force you all to listen to me yap about my favorite subject, but designed so that if we need to make a speedy move to online / remote learning that we can do so relatively quickly. We meet three times a week with Mondays and Wednesday being dedicated to lecture days and (most) Fridays being reserved for Group Assignment Days. Check the schedule at the end of this document for a specific breakdown of what we will be covering day to day (or the separate document titled “Course Schedule” in CANVAS since I’m long-winded and this is a looooooong document). I will do my best to let you know ahead of time if changes are going to be made. The CANVAS site will hopefully reflect my desires for our course trajectory.

Grading Information

This is a points-based class, there are **1100 possible** points (not including potential extra credit) that you can earn. Assignments will be worth the amount of points presented in the table below and your final grade will be determined by the points in the grading scale. The percentages are added for your convenience, however, do not rely on the CANVAS percentages as they may not be accurate.

Assignment Breakdown:

Assignment	Points
Chapter Quizzes (x14)	130 (10 each)
Media Responses (x3)	225 (75 each)
Group Activities (x14)	195 (15 each)
Personal Project	125
Group Project	250
Final Poster (100)	
Presentation (75)	
Group Contribution (70)	
Project Evaluations	80
Attendance	100
Total	1100

Grading Scale:

Point Range	Letter Grade
990 – 1100	A
880 – 989	B
770 – 879	C
660 – 769	D
< 660	F

For final grades, I do “round up” grades if you fall within certain parameters. If you are within 5 points of getting the next letter grade, so long as you have turned in at least 75% of the assignments in this class and you did not get scored lower than a 75% by your groupmates (see “Understanding Group Work” below for clarification), I will bump you up to the next letter grade. For example, at the end of the semester let’s say you have earned 986 points which translates to a B. As long as you turned in at least 75% of your assignments and your group scored you higher than a 75% in terms of contribution, I will bump you to a 990 and therefore you will get an A. I do this free of charge, no need to ask.

Students are responsible for keeping all graded materials until final grades are made available through Registration and Records for the purpose of resolving a grade dispute. The final grade will be based on the total number of points accumulated from three exams, several in-class and out-of-class assignments, and a small project.

Checking Your Grade:

DO NOT RELY ON THE CANVAS GRADEBOOK! Canvas does not like a point-based system and struggles to handle it. This is a **points-based class with 1000 possible points**. Use the grading scale above to calculate your grades yourself. The way to check your current grade in this class is to add up the number of points you have earned and divide it by the number of points you could have earned. That will translate it to the easier percent grade you are used to.

Example: Let’s say we are halfway through the semester and there have been assignments graded worth a total of 670 points so far, but you have only earned 523 points.

$$523 / 670 = 0.7805$$

Move the decimal two spaces to the right

You currently have a 78% which is a C

In Canvas there will be an Excel spreadsheet that has a list of all our assignments and the points they are worth. You can download this spreadsheet and enter in the points you earn to it as you progress through the semester, that way you know how many points have been available so far and how many you have earned. I recommend calculating your grade at least once a week to stay on top of it. It is your responsibility to check your grade regularly and cross reference it with the scale here to ensure accurate reporting.

Exam Grade Appeals:

If you think you should have received credit for an exam question that was scored as incorrect, you may appeal in writing (that means email). I’m human and humans make mistakes (#psychology), I won’t take offense to students that question their grades if they genuinely feel an error was made. Now, if you do so rudely or incessantly without any valid rationale, not only will I refuse your request but it will hurt my feelings.

Only written requests will be considered. You should email your rationale – this rationale should include references to specific page numbers in your text or lecture dates. All appeals must occur within one (1) week of the date in which exams took place.

Assignments

Assignment Policy:

Assignments will be submitted through the CANVAS course website. Additionally, assignment due dates will be posted on CANVAS. Students should immediately report any problems or technical difficulties to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All out-of-class assignments are due by 11:59pm on the designated day in the schedule and all in-class assignments are due by the end of class that day.

The only acceptable format to submit assignments is Word or PDF docs. Canvas assignments will indicate which is needed for each assignment.

Chapter Quizzes (14 total, 1 drop):

Chapter Quizzes are individual assessments and will cover the materials specified in that book chapter and lecture content. Each quiz is worth 10 points, in CANVAS, and may be taken from home. LockDown Browser is 99% of the time NOT compatible with phones and tablets, so you will need to complete these on a laptop or desktop computer.

The quizzes have a 20-minute time limit, may only be taken once, and there are no quiz makeups outside of VERY specific circumstances (see the section titled “Makeup Possibilities” below for further info). Quiz content can come from the textbook reading and/or the lectures as I will be expanding on the chapters and adding further content than is found in your book. I highly suggest you read the assigned chapter and review that week’s lecture content to prepare. These will always open on Wednesday at 12:01am and be due on Fridays by 11:59pm the week we cover that chapter.

Quizzes will be taken in CANVAS using Lockdown Browser. Physical notes are allowed for quizzes so if you take notes on your computer/tablet, these MUST be printed out. But be not afraid! I drop the lowest quiz.

Media Reflection Responses (3 total):

You will write three 4-5 page reflection papers on a supplementary media source related to the course content. These reflection responses will include a brief summary of the source, thematic identification, answers to provided questions, and personal reflection. More detailed instructions, rubrics, and a list of acceptable media sources to choose from will be provided in CANVAS. These sources can/will include, movies, documentaries, podcasts, TEDTalks, etc.

Responses must be written in APA format, and points will be deducted for improper formatting per the rubric. There is a PowerPoint slideshow in CANVAS that details how to appropriately format these responses and Purdue Owl is a great resource should you get confused. Be sure this is your own, original work. I will screen these for the use of AI and any submission that indicates its use will receive a 0 with no chance to make up. You are in college, and you are adults, you need to learn to think and write for yourselves.

Group Assignments (12 total, 1 drop):

Students will participate in Group Assignments each Friday. These will encompass a variety of different activities that support the progression and creation of your final Group Project and Personal Project (see below). There are 12 of these however we should all strive for balance so I will be dropping the lowest one (1) of these.

Class attendance is essential on these days as the assignment can only be completed in class. You cannot get credit for these assignments by working on them virtually from home

(even the ones pertaining to your personal project). If you do not attend, you do not get credit for what your group submitted and will receive a 0 and there are no activity makeups outside of VERY specific circumstances (see the section titled “Makeup Possibilities” below for info on the few scenarios that may allow for one).

Groups will be formed on the first Friday of classes and will remain the same throughout the entirety of the semester. At the end of the semester, group members will be able to evaluate each other based on their performance and contribution “Group Contribution” assignment. These evaluations will play a role in final grades.

I was a college student once too; I know the general consensus on group assignments and have had my fair share of complaints about them. But importantly, a top complaint from employers is that employees don’t know how to work well with other people. Aside from that, if anyone is interested in going into research or industry, those are team sports. So, we are going to work on that in our class! My hope is that each of you view your groups as mini support systems – share notes, studying tips and tricks, etc.

If there are issues in your group that you cannot handle on your own, please email me ASAP so that I may be apprised of the situation and take the steps needed to try and resolve it.

Group Project:

Over the course of the semester, you will work in groups of five (5) to create a poster proposing real-world change in one of three areas; policy/legislation, education/curriculum, or therapy/clinical practice. You will complete eight (8) weekly Group Assignments (see above) that serve as “milestones” for the group project to ensure it is not only completed in a timely and structured manner, but also to aid in

In groups, you and your peers will identify a gender-related social problem and develop an evidence-based proposal for change grounded in psychological theory, empirical research, and intersectional analysis. Using Psychology of Women & Gender (Liss et al., 2024) and additional sources, you will translate research findings into real-world action by proposing a specific reform and defending it as psychologists.

At the end of the semester, the final class days will take on the persona of a “mock-conference” where you will display your proposal posters on your devices, deliver a brief “elevator pitch” regarding the proposal, and then defend your proposal against questions from the instructor and their peers.

The grading for this assignment will be two-fold: you will receive a grade on the poster itself and you will receive a second grade on your presentation during the “mock-conference.” Additionally, non-presenting groups (we will have 2 presentation days) will be required to craft evaluations of the proposal posters to be submitted at the end of class. All students are **required** to participate in the “mock-conference,” any student that does not attend those days will receive a 0 for their presentation and/or a 0 for the evaluations. **There will be no opportunity to make up presentations or evaluations, no exceptions** (no, not even from the “Makeup Possibilities section below).

At the end of the semester, group members will be able to evaluate each other based on their performance and contribution “Group Contribution” assignment. These evaluations will play a role in final grades.

I was a college student once too; I know the general consensus on group assignments and have had my fair share of complaints about them. But importantly, a top complaint from employers is that employees don’t know how to work well with other people. Aside from that, if

anyone is interested in going into research or industry, those are team sports. So, we are going to work on that in our class! My hope is that each of you view your groups as mini support systems – share notes, studying tips and tricks, etc.

If there are issues in your group that you cannot handle on your own, please email me ASAP so that I may be apprised of the situation and take the steps needed to try and resolve it.

Personal Project:

Over the course of the semester, you will create an online, digital “zine” that communicates psychological ideas about gender primarily through images, layout, symbolism, and design, with limited, intentional text. You will select two of approved topics listed in the guidelines in CANVAS, and build a visuals-based zine that accurately depicts their chosen topics while receiving regular feedback from their peers. One zine will be submitted per student, so the two chosen topics must both be displayed an interconnected.

Each Friday we will have Group Assignment Days, some of those will be dedicated to working on your group project and some of those will be dedicated to this personal project. The days dedicated to the personal project will have assignments due that encompass discussing your zine topic with your group members and receiving feedback from them to make your zine the best it can be. There will be specific materials due each of those days as well as a write-up of the commentary and suggestions from your peers. These materials and feedback will be incorporated along the way into your final zine submission.

Extra Credit:

I know all of you were desperately scrolling to find this section (I was a college student once too). Below are the extra credit opportunities for this class:

Pre and Post Quizzes:

You will find two quizzes not related to the chapters in CANVAS titled “Pre-Post Quiz #1” and “Pre-Post Quiz #2” respectively. These two quizzes are not graded because I simply want to see what you know about psychology at the beginning and end of the semester. Every student who completes Pre-Post Quiz #1 will receive four (4) extra points, and every student who completes Pre-Post Quiz #2 will receive six (6) extra points (up to a possible total of 10 extra credit points). While other quizzes and exams are open-note, please refrain from doing so with these as I want them to be a genuine reflection of your starting knowledge and your ending comprehension.

The Pre and Post Quizzes will employ Lockdown Browser primarily to use it as a test run to ensure that the system is working appropriately and so that I can be made aware of any issues I may need to fix prior to quizzes and exams.

SPOT Evaluation:

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. The university will e-mail you a link to complete a SPOT evaluation of this course near the end of the semester. Any student who completes an evaluation will receive 10 extra points added to their grade.

There may be other opportunities that come up during the semester but don't rely on that since I, unfortunately, can't predict the future. All extra credit will be offered to the entire class, there will be **no individual extra credit** opportunities (balance and symmetry and all that jazz).

Course Policies

Class Attendance:

Daily attendance is not only expected but required in this course. As mentioned previously, Mondays and Wednesday are lecture days and Fridays are group assignment days. If you are not **present in class** on Fridays, you will receive a 0 for that assignment. See the section below titled "Makeup Possibilities" for more information about the **few and specific** cases that would allow you to makeup an activity. That leaves 28 additional days this semester to consider.

To account for attendance, there will be 2-3 iClicker questions per day that are randomly sprinkled throughout the lecture. Students will be required to login to iClicker at the start of each class so that they may answer these questions and be counted as present in class. Students are allowed four (4) "no questions asked" absences that will not harm their overall grade. After the fourth absence, every subsequent miss will result in a loss of 10 points from their attendance grade. In Canvas, every student will start the semester with a 100 in that column, and for every absence after the fourth, 10 points will be deducted. iClicker will be utilized on all three days; Mondays and Wednesdays to account for attendance per your attendance grade, Fridays to account for attendance per your group activity grade.

Class time is an investment in both your future and your education. Please keep in mind that someone (e.g. your parents, organization, scholarship or maybe even yourself) is paying for you to attend classes as UNT. Life IS going to get in the way this semester. Your goal is to make sure it doesn't stop you from learning. **I just ask for communication.** If you suddenly stop turning in work and I have a reason why, that is totally and completely different than if you go missing for no reason and you are missing work. It is your responsibility to ensure that sufficient documentation is obtained and submitted to the instructor for extended absences. I am quite understanding of life circumstances, but I need to place you in the context of your life in order to craft a holistic idea of what's happening with you in the class.

If a student has already hit the four (4) allowed absences, or they don't wish for an absence to count against them, they may submit documentation for a **university approved excused absence** that will protect their grade. Anything outside of the following are not considered excused absences:

Excused Absences:

- Illness **with a doctor's note** excusing you from classes for the day (must be provided by end of day)
- Extenuating personal circumstance (i.e., death in the family, car accident, etc.) **with documentation** (must be provided by end of day)
- University approved/sponsored event **with documentation** (must be provided before day of absence)
- Religious holidays **with documentation** (must be provided before day of absence)

Class Etiquette:

Be prepared to learn and to engage! I WANT you to ask questions and participate in class dialogues and interact with myself and your fellow classmates. I will even have points in every

lecture where I prompt your responses so please don't make me stand there in silence waiting for an answer. It's going to get really awkward really fast and I have anxiety.

Students should not ever disparage one another but should feel free to challenge each other intellectually, yet respectfully. This is a safe space to talk and ask questions and grow and learn, but we will do so without disrespecting each other. There will be no hate speech, no foul language directed at myself or your peers, and no discrimination at any level. If you experience any of these at the hands of your fellow classmates, come to me immediately.

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](#)) (<https://policy.unt.edu/policy/07-012>).

Stay Up to Date:

Please check CANVAS consistently and keep up with announcements, emails and due dates. CANVAS has all the information you need and anything extra I will be posting in announcements through the site. Canvas announcements are the primary way that I will communicate to the class as a whole. They could include class cancellations notices, assignment extension info, exam results, etc. Make sure you have notifications turned on and have the setting enabled to have announcements also be sent to your UNT email. Also, you've done a lot of great reading to get this far and I appreciate that! To reward you, please email me your favorite meme about college by 11:59pm the **first Friday of the semester** for 4 points of extra credit. Any submissions after that won't be available for extra credit! Be sure to use my email address listed at the top of this document and not CANVAS messaging.

Get Out of Jail Free Pass:

Generally, I do not allow late work. However, we all make mistakes, and life happens whether we want it to or not. There will be days when you have so much going on that you completely space out on an assignment or put the wrong due date in your calendar. For those moments there's the "Get Out of Jail Free" pass. A "Get Out of Jail Free" pass provides students with the opportunity to submit an assignment 48 hours later than the due date with a 5% reduction in points. **The group activities and projects are NOT included with the "Get Out of Jail Free" pass.** These can only be used on the quizzes or media responses. Each student gets two (2) "Get Out of Jail Free" passes for individual assignments. The use of a "Get Out of Jail Free" pass **requires a 12-hour notice** starting at the time the assignment was due. The notice must be provided to Dr. Brunett via email at kaitlin.brunett@unt.edu. Students who do not provide this 12-hour notice do NOT get to use the "Get Out of Jail Free" pass for that occasion.

If there is a long-term and ongoing issue in your life that may prohibit you from turning in assignments and materials on time, please come talk to me. If you wish to ensure no other students have the chance to randomly pop in during that conversation, email me to request a time

outside of office hours and I will happily oblige. My first and foremost responsibility is to my students and I want to help you be successful, but I cannot do that if I don't know anything until we are too late into the semester.

Makeup Possibilities:

As mentioned above regarding the assignments, there are no makeup options in this class. If you miss something, you miss it. However, there are very specific circumstances where that will not be the case.

For Group Assignments:

If you have some sort of university designated conflict that Thursday that would prohibit you from attending the class to work on the assignment (traveling out of town for an athletic event or academic conference), arrangements must be made with me for an alternate testing time **BEFORE** that Friday arrives. Those things are always always always scheduled in advance, if you tell me about it after you have already missed the group assignment, I will not be providing a makeup opportunity.

If you suffer from some sudden extenuating circumstance (hospital visit, death in the immediate family, etc.), that will prevent you from attending class on Friday, this needs to be communicated to me ASAP to determine qualifications for a makeup opportunity.

If you have a previously scheduled doctor's appointment, surgery, etc. that conflicts with class time, communicate that to me before that Friday and I will determine qualifications for a makeup opportunity.

If you appropriately communicate with me and **provide documentation**, I will allow you to complete the group assignment on your own to be submitted at a later time.

Not valid excuses for makeups:

- You waited until Friday at 9pm to take your quiz and now your internet/power is out. You had three full days to complete the quiz and I reminded you of it each day in class. Hotspots exist, friends' houses exist, coffee shops, etc. You made a choice to procrastinate, that is on you.
- You forgot. It's in the syllabus, the schedule, Canvas, and I remind you every week until I'm blue in the face about quizzes and activity days.
- You went on vacation or on a trip. You are a student and being a student is your job. Pack your laptop in your bag and take an hour away from the trip to complete your assignments. The only possibility for a makeup here is if you went out of the country and this trip has been booked for many months in advance. If that is the case you **MUST** speak with me well in advance about this.
- You overslept and missed class. It happens and it sucks, but it's not in line with a university excused absence. Try to prioritize your sleep at night and set alarms.

AI Use Statement:

Prohibited Use: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, Gemini, etc. is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own

skills, and will be addressed according to the [Student Academic Integrity policy](#) (<https://policy.unt.edu/policy/06-003>).

If you use AI to help you study, organize notes, summarize your book readings (ONLY for personal review), that is permissible. Outside of that, and use of AI in submitted assignments, quizzes, or exams will result in a 0 for the first offense and a report to Academic Integrity for the second.

LockDown Browser + Webcam Requirement:

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature. <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

- Select an exam from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the exam page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

Guidelines

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

Inclement Weather Policy:

Should a zombie apocalypse break out on a Thursday I will allow you to miss class that day without penalty to your group activity grades. Otherwise, please follow the University's guidance and I will email you the morning of to answer questions. Should inclement weather impact our ability to meet in person, we will meet via Zoom. The link will be posted on Canvas and emailed to you.

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:

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can

support your needs, refer to the [Office of Disability Access](#) website (<https://studentaffairs.unt.edu/office-disability-access>).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):

The University of North Texas (UNT) prohibits discrimination and harassment because 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 in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Assault Prevention:

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

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>) to learn more.

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.

Access To Information – Eagle Connect

Students' access point for business and academic services at UNT is located at: 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) (<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 (April 5 – April 22) 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/) (<http://spot.unt.edu/>) or email spot@unt.edu.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation:

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

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

University of North Texas Compliance:

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

If such an on-campus activity is required, it is the student's responsibility to do the following:

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

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

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](#) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work:

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) they create 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:

1. 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.
2. 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.

3. 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.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Course Schedule

Dr. Brunett reserves the right to change this schedule at any time during the semester

Week/Dates	Day/Lecture/Activity	Assignments
1 1/12-1/16	January 12: <ul style="list-style-type: none"> • Syllabus Day January 14: <ul style="list-style-type: none"> • Chapter 1 Lecture January 16: <ul style="list-style-type: none"> • Chapter 1 Lecture • Group Formation 	Due Jan. 16 by 11:59pm: <ul style="list-style-type: none"> • Pre-Post #1 (EC) • Chapter 1 Quiz • Group selection
2 1/19-1/23	January 19: <ul style="list-style-type: none"> • MLK Day – NO CLASS January 21: <ul style="list-style-type: none"> • Chapter 2 Lecture January 23: <ul style="list-style-type: none"> • Chapter 2 Lecture 	Due Jan. 23 by 11:59pm: <ul style="list-style-type: none"> • Chapter 2 Quiz
3 1/26-1/30	January 26: <ul style="list-style-type: none"> • Chapter 3 Lecture January 28: <ul style="list-style-type: none"> • Chapter 3 Lecture January 30: <ul style="list-style-type: none"> • Group Assignment Day (T1) 	Due Jan. 30 by end of class: <ul style="list-style-type: none"> • Timepoint 1 (group project) Due Jan. 30 by 11:59pm: <ul style="list-style-type: none"> • Chapter 3 Quiz
4 2/2-2/6	February 2: <ul style="list-style-type: none"> • Chapter 4 Lecture February 4: <ul style="list-style-type: none"> • Chapter 4 Lecture February 6: <ul style="list-style-type: none"> • Group Assignment Day (T2) 	Due Feb. 6 by end of class: <ul style="list-style-type: none"> • Timepoint 2 (group project) Due Feb. 6 by 11:59pm: <ul style="list-style-type: none"> • Chapter 4 Quiz
5 2/9-2/13	February 9: <ul style="list-style-type: none"> • Chapter 5 Lecture February 11: <ul style="list-style-type: none"> • Chapter 5 Lecture February 13: <ul style="list-style-type: none"> • Group Assignment Day 	Due Feb. 13 by end of class: <ul style="list-style-type: none"> • Timepoint 1 (personal project) Due Feb. 13 by 11:59pm: <ul style="list-style-type: none"> • Chapter 5 Quiz • Media Response 1
6 2/16-2/20	February 16: <ul style="list-style-type: none"> • Chapter 6 Lecture February 18: <ul style="list-style-type: none"> • Chapter 6 Lecture February 20: <ul style="list-style-type: none"> • Group Assignment Day (T3) 	Due Feb. 20 by end of class: <ul style="list-style-type: none"> • Timepoint 3 (group project) Due Feb. 20 by 11:59pm: <ul style="list-style-type: none"> • Chapter 6 quiz
7 2/23-2/27	February 23: <ul style="list-style-type: none"> • Chapter 7 Lecture February 25: <ul style="list-style-type: none"> • Chapter 7 Lecture February 27: <ul style="list-style-type: none"> • Chapter 7 Lecture 	Due Feb. 27 by end of class: <ul style="list-style-type: none"> • Timepoint 2 (personal project) Due Feb. 27 by 11:59pm: <ul style="list-style-type: none"> • Chapter 7 quiz

	<ul style="list-style-type: none"> • Group Assignment Day 	
8 3/2-3/6	<p>March 2:</p> <ul style="list-style-type: none"> • Chapter 8 Lecture <p>March 4:</p> <ul style="list-style-type: none"> • Chapter 8 Lecture <p>March 6:</p> <ul style="list-style-type: none"> • Group Assignment Day 	<p>Due Mar. 6 by end of class:</p> <ul style="list-style-type: none"> • Timepoint 3 (personal project) <p>Due Mar. 6 by 11:59pm:</p> <ul style="list-style-type: none"> • Chapter 8 Quiz
9 3/9-3/13	<p>Spring Break</p> <p>NO CLASS</p>	
10 3/16-3/20	<p>March 16:</p> <ul style="list-style-type: none"> • Chapter 9 Lecture <p>March 18:</p> <ul style="list-style-type: none"> • Chapter 9 Lecture <p>March 20:</p> <ul style="list-style-type: none"> • Group Assignment Day (T4) 	<p>Due Mar. 20 by end of class:</p> <ul style="list-style-type: none"> • Timepoint 4 (group project) <p>Due Mar. 20 by 11:59pm:</p> <ul style="list-style-type: none"> • Chapter 9 Quiz • Media Response 2
11 3/23-3/27	<p>March 23:</p> <ul style="list-style-type: none"> • Chapter 10 Lecture <p>March 25:</p> <ul style="list-style-type: none"> • Chapter 10 Lecture <p>March 27:</p> <ul style="list-style-type: none"> • Group Assignment Day 	<p>Due Mar. 27 by end of class:</p> <ul style="list-style-type: none"> • Timepoint 4 (personal project) <p>Due Mar. 27 by 11:59pm:</p> <ul style="list-style-type: none"> • Chapter 10 Quiz
12 3/30-4/3	<p>March 30:</p> <ul style="list-style-type: none"> • Chapter 11 Lecture <p>April 1:</p> <ul style="list-style-type: none"> • Chapter 11 Lecture <p>April 3:</p> <ul style="list-style-type: none"> • Group Assignment Day (T5) 	<p>Due Apr. 3 by end of class:</p> <ul style="list-style-type: none"> • Timepoint 5 (group project) <p>Due Apr. 3 by 11:59pm:</p> <ul style="list-style-type: none"> • Chapter 11 Quiz
13 4/6-4/10	<p>April 6:</p> <ul style="list-style-type: none"> • Chapter 12 Lecture <p>April 8:</p> <ul style="list-style-type: none"> • Chapter 12 Lecture <p>April 10:</p> <ul style="list-style-type: none"> • Group Assignment Day 	<p>Due Apr. 10 by end of class:</p> <ul style="list-style-type: none"> • Timepoint 5 (personal project, Final Zine!) <p>Due Apr. 10 by 11:59pm:</p> <ul style="list-style-type: none"> • Chapter 12 Quiz
14 4/13-4/17	<p>April 13:</p> <ul style="list-style-type: none"> • Chapter 13 Lecture <p>April 15:</p> <ul style="list-style-type: none"> • Chapter 13 Lecture <p>April 17:</p> <ul style="list-style-type: none"> • Group Assignment Day (T6) 	<p>Due Apr. 17 by 11:59pm:</p> <ul style="list-style-type: none"> • Timepoint 6 (group project) <p>Due Apr. 17 by 11:59pm:</p> <ul style="list-style-type: none"> • Chapter 13 Quiz • Media Response 3
15 4/20-4/24	<p>April 20:</p> <ul style="list-style-type: none"> • Chapter 14 Lecture <p>April 22:</p> <ul style="list-style-type: none"> • Chapter 14 Lecture <p>April 24:</p> <ul style="list-style-type: none"> • Group Assignment Day (T7) 	<p>Due Apr. 24 by end of class:</p> <ul style="list-style-type: none"> • Timepoint 7 (group project) <p>Due Apr. 24 by 11:59pm</p> <ul style="list-style-type: none"> • Chapter 14 Quiz <p>Due Apr. 26 by 11:59pm</p>

		<ul style="list-style-type: none"> • Group Project
16 4/27-5/1	<p>April 27:</p> <ul style="list-style-type: none"> • Group Project Showcase (1st batch of groups) <p>April 29:</p> <ul style="list-style-type: none"> • Group Project Showcase (2nd batch of groups) <p>May 1:</p> <ul style="list-style-type: none"> • Reading Day – NO CLASS 	<p>Due Apr 27 by end of class:</p> <ul style="list-style-type: none"> • Project Evaluations 1 <p>Due Apr 29 by end of class:</p> <ul style="list-style-type: none"> • Project Evaluations 2 <p>Due May 1 by 11:59pm:</p> <ul style="list-style-type: none"> • Pre-Post Quiz #2 • Group Contribution
17 5/4-5/8	<p>Final Exams</p> <p><i>No final for this class</i></p>	

Important Dates to Know:

- January 16th: Last day to add a class or swap sections
- January 24th: Last day to drop a course without a grade of W (course will not appear on transcript)
- February 20th: Last day to change to pass/no pass
- April 10th: Last day to drop a course with a grade of W
- May 13th: Grades/academic standing posted on the official transcript (6pm)