UNT EST. 1890 | DEPARTMENT OF INFORMATION SCIENCE College of Information

INFO 4430

Information Resources for Young Adults

Course Section(s): 001 & 005

Kimberly Moore, M.S.

SYLLABUS

Fall 2026

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COURSE INFORMATION

- Course Name: INFO 4430
- Course Title: Information Resources for Young Adults
- Course Section(s): 001 & 005
- Credit Hours: 3 Hours
- Class Meeting: Online
- Course Prerequisites: None
- Course Format : Online

Instructors Contact Information

- Name: Kimberly Moore, M.S., Adjunct Professor
- UNT Email: kimberlymoore3@my.unt.edu
- Alternative Email: kimrmoore65@gmail.com
- Office hours – As I am not physically on campus, I strive to be as accessible and responsive to you in both discussion and via email. I will generally be active in class every day. For occasions that I am away at a conference or other consulting, I will post messages to the class.

Communicating with Your Instructor

- Discussion Board Communication. Use the discussion boards as much as possible for questions and problem solving so that both your peers and I can deliver assistance.

- Communicating via email. For problems you cannot otherwise solve via peer assistance or on your own or for personal concerns, please contact me **via course email**. If the course email is down for some reason, contact me at kimrmoore65@gmail.com. I try to respond to course messages and email in a very timely manner. Except on the weekends, I am likely to respond to your messages and emails within a few hours. In addition, I try to check in multiple times during the day for UNT email or course messages.

- Feedback on assignments usually occurs within the week after you submit them. Typically, that is the time frame for posting grades as well. Required discussion posts will be responded to within a few days. Discussion Board questions will be answered the same day.
- Here is a link to Online Communication Tips from UNT CLEAR that you might find useful.

Course Description

Survey of print and non-print materials, including multicultural/multiethnic materials; utilization practices and selection; curricular correlations and enrichment; recreational and developmental needs; young adult services and programs; wide reading and use of literature and other materials for young adults from upper middle school through high school years.

Course Objectives:
- Evaluate high-quality books by reading works specifically written for young adults
- Analyze and critique from a variety of genres and traditions

- Examine issues of diversity in young adult materials
- Assess how issues of gender, sexuality, and the body affect the distribution, readership, and perception of young adult novels
- Develop criteria for choosing YA texts in accordance with development, aesthetic, and cultural factors
- Interpret research, theory, and practice associated with young adult literature

INFO 4430 requires the following kinds of intellectual and communication competencies:

- Applying analytical thinking and problem-solving skills for information synthesis and response
- Professional style writing
- Following specific assignment instructions
- Meeting assignment deadlines

Materials

There is not a required textbook for INFO 4430. There are ten genres of YA books you will be required to read. Students may choose their own book/s for each genre. You will also curate and critique a 5 book YA genre of your own choosing.

Students should check the course site regularly at least once daily for postings, announcements, etc. Post to the appropriate discussion board your questions, responses to questions, and comments about course content and technologies.

Teaching Philosophy

My goals as an online instructor:

- Challenge my students' thinking and foster active, constructive participation in learning
- Provide a good role model for active participation and interact frequently with my students to create a sense of learning community
- Recognize different student learning styles, monitor student progress, identify lagging students, and help them minimize their procrastination through appropriate monitoring and encouragement
- Assess students' messages in online discussions to encourage their participation and help improve the quality of discussion
- Use appropriate teaching strategies to support, guide, and motivate my students to learn actively in the online environment
- Provide timely, quality, and appropriate feedback to support and facilitate students' learning process
- Provide support and guidance to encourage my students to become self regulated learners
- Encourage student completion of course evaluation and use the evaluation data to improve my teaching or for future course improvement

Student Expectations

Full participation in all class activities, exercises, forum discussions, etc. This means you show good evidence that you are engaged with the class and module activities, working through the readings, and that you contribute germane and trenchant commentary to the discussion forums. This means

substantive remarks on directed discussion topics beyond merely agreeing or disagreeing without justification or support. You should interact in a supportive and tactful manner based on mutual respect for each other's ideas and approaches.

Technical Support and Assistance

The UNT University Information Technology provides student IT services and technical support including Canvas.

- UIT Homepage: https://it.unt.edu/index.html
- Email: helpdesk@unt.edu
- Phone: 940.565-2324
- In Person: Sage Hall, Room 330

Canvas technical requirements: https://clear.unt.edu/supported-technologies/canvas/requirements

Minimum Technical Skills Needed

Students should be able to use the learning management system – Canvas to access course related materials and resources, keep up with emails regularly, create, modify or submit files according to instructors direction, such as proper file format. You will use the UNT Library Databases to complete a required paper on the value of YA Literature, prepare the paper in google docs, and share the paper for grading with Mrs. Moore. You will post the link to your google doc paper in the course assignment drop box. You are required to use the online website builder weebly found at students.weebly.com to create an ePortfolio of your book critiques.

Success in the Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. My tips:

- Login everyday
- Make sure you know all due dates. If at all possible, alert me before the due date if you cannot complete an assignment on time.
- Post any questions or concerns on the appropriate discussion board. If you have a question, the rest of the class might have the same one
- Find tips for students on this webpage How to Succeed as an Online Student.

Student Academic Support Services

- Code of Student Conduct: provides Code of Student Conduct along with other useful links
- Office of Disability Access: exists to prevent discrimination based on disability and to help students reach a higher level of independence
- Counseling and Testing Services: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- UNT Libraries
- UNT Learning Center: provides a variety of services, including tutoring, to enhance the student academic experience
- UNT Writing Center: offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- Succeed at UNT: information regarding how to be a successful student at UNT

Course Modules, Topics and lectures

INFO 4430 is organized into 13 Learning Modules:

- Module 1: Who are Young Adults (YA)?
- Module 2: Review Sources
- Module 3: Evaluation and ePortfolio
- Module 4: Award winners and weekly book critiques
- Module 5: Realistic Fiction & Censorship
- Module 6: Fantasy
- Module 7: Science Fiction
- Module 8: Historical Fiction
- Module 9: Non-Fiction/Biography
- Module 10: Poetry/Play
- Module 11: International/Multicultural/Diverse
- Module 12: Graphic Novels
- Module 13: Build your own bibliography

ASSESSMENT & GRADING

Grading

Assignment	Points Possible	Percentage of Final Grade
Discussion - 7 discussion posts worth 4 points	**28 points**	**28%**
Weekly reading critique of chosen YA book posted on ePortfolio - 9 critiques worth worth 6 points each, one link to your website worth 3 points, and 1 original bibliography worth 15 points	**72 points**	**72%**
Total Points Possible	**100 points**	**100%**

Total Points Possible for Semester/Grading Scale = 100

100-90 = A
89-80 = B
79-70 = C
69-60 = D
59-50 = F

Assignments and Assessments

Discussion (28 points)

Discussion includes provocative questions affiliated with the course content to stimulate discussion in the class. Your Discussion posts should encapsulate some of your thoughts about the issues raised in the

weekly discussion post parameter in each module. Your discussion should be insightful and substantive. As this is similar to "talking" in a F2F class, I expect you to make constructive comments to the posts of your fellow classmates. Discussion posts are due at midnight Central Time on the module closing date listed in the course calendar. **Narrative responses are expected, not bullet point responses..**

Weekly book critique posted on your ePortfolio (72 points)

You will also choose one book (one book per week!) to read from several different genres including:

1. Award Winner (Printz/Newbery/National Book Award for Young People/Sibert/YALSA Award for Non-fiction for Young Adults/Orbis Pictus/Carnegie Medal/and others
2. Realistic Fiction
3. Fantasy
4. Science Fiction
5. Historical Fiction
6. Non-Fiction/Biography
7. Poetry/Plays
8. Multicultural/International/Diverse
9. Graphic Novel
10. Bibliography of 5 books in your chosen genre
    For the final page on your e-portfolio, you will build a bibliography of **at least FIVE** books of your own choice of YA GENRE! Yes, choose your own YA genre! **YOU MAY NOT CHOOSE A GENRE WE HAVE ALREADY STUDIED IN THE COURSE** and **YOUR BOOK LIST MUST HAVE AN IDENTIFIED COHESIVE GENRE**. **Some ideas of genres (feel free to use one!):**
    - Health Literature for Youth
    - Slice of Life Graphic Novels
    - Sci Fi Graphic Novels
    - Chick Lit
    - Classics
    - Diaries
    - Dystopian Sci Fi
    - Special Needs Youth
    - Manga
    - Family Relationships
    - Horror
    - Mystery
    - Paranormal
    - Steampunk
    - Novels in Verse
    - Bildungsroman
    - Urban Fantasy
    - Urban Life
    - Sports
    - Adventure
    - etc., etc. etc.

You get the idea! I could go on and on. I do not have to approve of your genre. Choose something you LOVE or would have loved to read as a YA!

Some requirements for your bibliography:

- You cannot choose a genre we have studied this semester.
- **ALL 5 BOOKS MUST BE YOUR GENRE OF CHOICE AND YOU MUST IDENTIFY THE GENRE ON YOUR ePORTFOLIO!** You cannot choose one book for a particular genre, another book for a different genre, etc. There must be cohesion in your choice of books.
- Your books may NOT be from the same series. (ex: Harry Potter) or the same author (ex. John Green).
- YES, you have to read all FIVE books! You have a lot of time during this course to read your five book choices so I do want your OWN PERSONAL REACTION & RECOMMENDATION for these five books just as you have included it in your weekly book critiques.
- PLEASE INCLUDE ALL 5 BOOK CRITIQUES ON ONE PAGE OF YOUR E-PORTFOLIO!
- You can also include websites and other resources in addition to the 5 books. You can also include websites and other resources in addition to the 5 books.
- You must include all requirements of a book critique as described below
- You must also include the link to your completed ePortfolio on the "Link to your ePortfolio" Board sharing your work with your classmates. This means you do not have to post the link until Module 13.

For **EVERY BOOK CRITIQUE** on your ePortfolio you must include at least the following information. You can add additional information to serve your own purposes.

TITLE: Self explanatory

AUTHOR: Yes, this one is easy, too.

PUBLISHER: Find this on the title page of the book.

COPYRIGHT DATE: This is usually found on the verso of the title page.

READING LEVEL: *See explanation below.

INTEREST LEVEL: *See explanation below.

SYNOPSIS: Provide a short, narrative summary of the main points of the book written

PERSONAL REACTION: This is different from the synopsis. Describe in narrative format, and analyze your own thoughts and feelings about the reading. A personal reaction should be about "personal" connections with the material. How did you feel as you read the book? What did you find yourself thinking about as you read a book and then ask yourself why you felt that way. Did something in the book bother you, inspire you, make you angry, disappoint you, give you hope? Was there a character that reminded you of someone in your childhood? Or even you? Was the book too dark and sad for you to enjoy or was the ability of the main character to reach beyond their dark, sad life an inspiration to you? Your personal reaction should include sentences that start with "I":

I think that... I feel that... I see that... I wondered why... I learned that... I was surprised.... etc.

RECOMMENDATION: Do you recommend the book or not? Why? For whom do you recommend reading this book? What ages should read this book? Give your evaluation of the overall value and quality of the

text. Even if you did not like a particular book, there might be a specific audience that might find it enjoyable. Written in narrative format.

POSSIBLE DISCUSSION TOPICS: Pose two or three questions to stimulate discussion on this book. It is okay to reference a website you might find that provides additional information for the discussion.

*** DIFFERENCE IN READING LEVEL AND INTEREST LEVEL:**

You must include the appropriate ages for the reading- state the ages (or grades) of the **reading** level AND **interest** level. These are two different things. The **reading level** is determined by one of many readability formulas.

One is the **ATOS Book Levels** which use a readability formula and represents the difficulty of the text. Another is the **Lexile Measure** defined as "the numeric representation of an individual's reading ability or a text's readability (or difficulty), followed by an "L" (Lexile)". There are two types of Lexile measures: Lexile reader measures and Lexile text measures. The **Interest Level** relates to content and age appropriateness, not the difficulty or readability of the text. The interest level is based on a book's content including theme, characterization, and plot. It indicates what age/grade would be interested in reading the book.

In simpler terms, the **Lexile** Framework measures text complexity using sentence length and word frequency, while **ATOS** uses four factors (average sentence length, average word length, vocabulary grade level, and word count) to determine readability.

Know that there are many other measurements of reading levels including Guided Reading Levels (GRL), Developmental Reading Assessment (DRA), and the Flesch-Kincaid Grade Level, as well as many others. For our critiques we will stick to ATOS and Lexile. Feel free to use any others if you are familiar with them.

We will make this easy for your critiques by stating the ages or grades of both the interest level and reading level. For example, per Titlewave, the company I purchased library books from: The Harry Potter Series has a reading level of 6.9. (6th grade, 9th month) but an interest level of 5-8 (5th to 8th grade). I would argue it has an interest level of grade 4-YA or even Adult! Another example: *The Hate U Give* has a reading level of about ages 12-14 and an interest level of a much higher age of 16-18. The content of this book is graphic and some people might state it is not for under age 18. Look for the reading level from the resources provided and the interest level from the resources provided or what ages/grades YOU think would be interested in the book.

HELP FINDING THE READING LEVEL

A simple google search of the title of your book and "ATOS and LEXILE reading level" will oftentimes be enough to help you find it. YA books are usually lower in age for reading level and higher in age for interest level. This is called Hi-LO.

Hi-LO refers to Young Adult (YA) books with high interest and low readability, meaning they have mature, engaging themes appropriate for teenagers but are written at a lower reading level (often 5th grade or below) to make them more accessible for students with reading challenges

This ePortfolio may be useful in the future and, if so, you will be thankful you included some/all of this additional information while you had it handy.

To help you find books in each genre we will use several databases of YA books listed below.
YOU ARE RESPONSIBLE FOR CHOOSING FROM THE CORRECT GENRE EACH WEEK!

- YALSA BOOKLIST Search by GENRE
- AMAZON TEEN & YA LIST (find genres in left side menu)
- B&N FICTION BOOK LIST
- B&N NON-FICTION, BIOGRAPHY
- GOODREADS YA BOOK LISTS
- YALSA YA READING GUIDE

Submission:

You will build a website on Google Sites at sites.google.com to house your book critiques. This way you will have an excellent ePortfolio of your work for this course. You will have to create a Google account if you don't already have one. MAKE SURE YOUR GOOGLE SITE IS SET TO PUBLIC SO I CAN SEE IT! You need to create a NEW page for each of your critiques. (please do not have ONE page with all critiques on it)

Please see complete instructions in Module 3: Evaluation and ePortfolio. For help setting up your ePortfolio start with this video: https://youtu.be/dKpPpUGWRuw

If you still need help check out this link. https://support.google.com/a/users/answer/9314941?hl=en

Take a look at my very incomplete example @
https://sites.google.com/view/unt4430eportfolioexample/home

I will add grades after each critique is due. 6 points for 9 critiques AND 15 points for your bibliography! YOU MUST ALSO INCLUDE THE LINK TO YOUR COMPLETED WEBSITE ON THE "LINK TO YOUR E-PORTFOLIO" BOARD SHARING YOUR WORK WITH YOUR CLASSMATES. THIS MEANS YOU DO NOT HAVE TO POST THE LINK UNTIL MODULE 13!

CALENDAR

MODULE & TOPIC	ACTIVITY	DUE DATE	POINTS
Week 1 - Who is YA?	Introduction Post	8/23	4

Week 2 - Module 2: Review Sources	Discussion post	8/30	4
Week 3 - Module 3: Evaluation and ePortfolio link	Link to google site in dropbox Discussion post	9/6	3 4
Week 4 - Module 4: Award winners and weekly book critiques	Award winner critique posted on ePortfolio	9/13	6
Week 5 - Module 5: Realistic Fiction & Censorship	Realistic Fiction critique Discussion post	9/20	6 4
Week 6 - Module 6: Fantasy	Fantasy critique	9/27	6
Week 7 - Module 7: Science Fiction	Science Fiction critique	10/4	6
Week 8 - Module 8: Historical Fiction	Historical Fiction critique Discussion post	10/11	6 4
Week 9 - Module 9: Non-Fiction/Biography	Non-Fiction/Biography critique DIscussion post	10/18	6 4
Week 10 - Module 10: Poetry/Play	Poetry/Play critique	10/25	6
Week 11 - Module 11: International/Multicultural/Diverse	International/Multicultural /Diverse critique	11/1	6
Week 12 - Module 12: Graphic Novels	Graphic Novel critique Discussion post	11/8	6 4
Week 13 - Module 13: Build your own bibliography of 5 books in an original genre	Bibliography of your choice of original genre	11/30	15

COURSE EVALUATION

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT, implemented in summer 2015, to comply with the State of Texas House Bill 2504. Each semester students will receive an email from UNT to their student UNT email to respond to the anonymous survey. For more information, visit the Office of the Provost, SPOT page: https://vpaa.unt.edu/spot

COURSE POLICIES

Instructor Responsibilities and Feedback

My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. My role as content expert is to put the necessary resources in the hands of the students and to ensure they are well equipped to find and evaluate resources they need to answer their questions. This empowers students to take ownership of their education and help them realize that they are responsible for their learning outcomes.

As an online teacher and with the demand of new literacies, I am constantly evaluating and re-evaluating my methods of instruction. I critically examine and re-examine my teaching philosophies as the environments in which teaching and learning become increasingly diverse and varied.

Regardless of content, I also think students should leave their courses with skills they will use in their everyday lives. These basic skills include problem solving and critical thinking, research and writing proficiency, and effective communication ability. I have designed all of my courses to include components that impart these skills.

I will respond to emails and questions posted on the discussion board within 24 hours and usually less time than that. I will respond to required discussion postings within a few days of the due date. Grades for assignments will be posted in less than one week unless I am speaking at a conference or out of town. I will alert you if I will be out of class longer than one day.

Late Work and Missed Work

Discussion posts are due as stated on the course calendar by 12:00 midnight Central Time. Assignments that are submitted via the course dropbox are due as stated on the course calendar at 12:00 midnight Central Time. Unsubmitted assignments will receive 0 points. Students are advised that it is better to submit partial work for some credit rather than submitting nothing. Please plan accordingly. Your weekly critiques are due on your ePortfolio as stated on the course calendar.

Class Policies

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.

Course Incomplete Grade

I will assign a grade of Incomplete only if the request meets all UNT guidelines found at https://registrar.unt.edu/grades/incompletes

Attendance Policy

As this is a 100% online course, "attendance" only becomes a problem if coursework is not completed on time. If students do not complete work on time, I will send an email reminding the student they missed an assignment. I expect a reply when I email a student. Canvas allows instructors to see how much time and where you spend your time within the course to verify if students are engaging in coursework.

Class Participation and Students' Responsibility for Their Learning

This course requires weekly engagement and participation in discussion assignments and participation is one grading criteria. Students are required to use Canvas to submit and exchange assignments electronically and contribute to online discussions.

- In online discussions, this means substantive remarks on directed discussion topics beyond merely agreeing or disagreeing without justification or support. Points may be deducted for substandard contributions.
- Students are also expected to visit the site on a regular basis (recommended daily) to read and respond to communications and course material.
- Canvas enables faculty to track where and when students visit various areas of the course site, times of first and last logins, and number of conference postings. This information can be used, in part, in determining the participation grade for the course.
- In class discussions and group assignments, instructors and students are expected to demonstrate professional and courteous behavior. This means interacting in a supportive and tactful manner based on mutual respect for each other's ideas and approaches.
- Students must post weekly YA book critiques on an ePortfolio by the weekly due dates on the course calendar

Syllabus Change Policy

I will inform the class immediately if there are any changes to the syllabus or required assignments.

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, AI, 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.

Categories of Academic Dishonesty:

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
3. acquisition, without permission, of tests, notes or other academic materials belonging to instructors, staff members, or other students of the University;
4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

B. Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:
1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

C. Artificial Intelligence (AI) The "unauthorized" use of any person or technology that assists in a student's assignment, project, or paper is considered cheating under the UNT Student Academic Integrity Policy (UNT Policy 6.003). Unless a professor or instructor gives explicit "authorization," AI cannot be used to complete assignments, projects, or papers. Doing so will result in a "cheating" violation.

D. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

E. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.

F. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.

G. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

Professor Moore's Penalties for Academic Misconduct

1. First offense in this course:
   - Zero points on the related assignment.
   - Final course grade will be reduced by one complete letter grade.
   - Student will be referred to the Office of Academic Integrity https://vpaa.unt.edu/ss/integrity
   - The incident will be reported to the SIS Dean.
   - Documentation on the incident will be placed into the student's file in SLIS.
   - No negotiation on penalties will take place with students and/or their advisors.
   - No incomplete grade will be given under any circumstance for incidents of cheating or plagiarism.
   - For grievous infractions such as, but not limited to, a systematic or collaboratory cheating or plagiarism event: An assignment of F (Fail) for the final course grade may be issued in the case of a first offense.
2. Second offense in this course:
   - Assignment of F (Fail) for the final course grade.
   - Student will be referred to the Office of Academic Integrity. https://vpaa.unt.edu/ss/integrity
   - The incident will be reported to the SIS Dean.
   - Documentation on the incident will be placed into the student's file in SLIS.
   - No negotiation on penalties will take place with students and/or their advisors.
   - No incomplete grade will be given under any circumstance for incidents of cheating or plagiarism.

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 at 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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

UNT Policies Statements

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. The Code of Student Conduct can be found at https://studentaffairs.unt.edu/dean-of-students/conduct.

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: eagleconnect.unt.edu/

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 [insert administration dates] 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 at http://spot.unt.edu/ or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, 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 oeo@unt.edu or at (940) 565 2759.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.
Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically Delivered Courses

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.

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 at 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.