

INFO 5845
Creating Online Content for Youth
Services
Course Section(s): 001 & 005

Kimberly Moore, M.S.

SYLLABUS
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COURSE INFORMATION

- Course Name: INFO 5845
- Course Title: Creating Online Content for Youth Services
- 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: kimrmoore@sbcglobal.net
- 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 kimrmoore@sbcglobal.net. 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

Examines current trends in developing an online course and adapting face-to-face content to the online environment for a K–12 audience. Exploration of instructional design methods to develop online content and the implications for youth services. Understanding of what is involved in curating online content for school or public libraries. Analysis of online content, online courses and online functionality of course material with associated recommendations for content delivery policies. This course culminates in the creation of a course via an online Learning Management System (LMS).

Course Objectives:

- Devise strategies to develop an effective online course
- Formulate instructional design methods when developing online content
- Analyze your approach adapting face-to-face content to the online environment
- Construct student learning outcomes and course module plans
- Assess Learning Management Systems (LMS) for schools
- Construct an online course on a LMS platform

INFO 5845 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 5845. The course utilizes free online tools.

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.

Style Manuals

In written reports, please cite sources according to the format rules in the APA style manual:

- Publication Manual of the American Psychological Association
<http://www.apastyle.org/manual/index.aspx>
- Purdue OWL APA Style <https://owl.english.purdue.edu/owl/resource/560/01/>

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. As this is a five week course, keeping up with discussion and assignments is critical to student success.

TECHNICAL SUPPORT AND ASSISTANCE

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

- UIT Homepage: <https://it.unt.edu/uit>
- 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 a free Learning Management System (LMS) of your choice to create an online course.

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 5845 is organized into 5 Weekly Learning Modules:

- Module 1: Teaching Online
- Module 2: Learning Management Systems
- Module 3: Learning Outcomes and Objectives
- Module 4: Instructional System Design and ADDIE
- Module 5: Module Plans for Online Content

ASSESSMENT & GRADING

Grading

Assignment	Points Possible	Percentage of Final Grade
Discussion - 5 discussion posts worth 3 points	15 points	15%
Student Outcomes and Learning Objectives	20 points	20%
Online Module Plan	20 points	20%
Online Course Creation	45 points	40%
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 (15 points - 5 posts worth 3 points each)

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. 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.

Student Outcomes and Learning Objectives (20 points)

In this assignment, you will take time to consider and draft student outcomes and objectives to support your online course project. If you are not a teacher or on the school librarian track, this assignment can also be geared toward a public library training/program. You would still have student outcomes and objectives for a patron program as you would for a student program.

Parameters

Create a list of 2-3 learning OUTCOMES for your project. Then include at least 2 learning OBJECTIVES for each learning OUTCOME. Think in terms of the one unit, subject, or lesson of your chosen project topic. Not just one class period. Consider your learning objectives. Do they contain the three components: behavior, condition, and criteria? Can they be measured?

If your program is for a public library you might not have as many objectives and they might not be as measurable as in a school setting. You will definitely have objectives you want your public library patrons to meet, there just might not be a test, paper, project, etc. that is measurable. This is OK!

Guidelines

Your learning OUTCOMES should clearly communicate course expectations. Your learning OBJECTIVES should clearly communicate how students will reach the OUTCOMES. Here are 3 examples of what I am expecting. THESE EXAMPLES ARE 3 DIFFERENT OUTCOMES FOR 3 DIFFERENT LESSONS! NOT FOR ONE LESSON!

1. EXAMPLE STUDENT OUTCOME

CHOOSE and ANALYZE library resources to support research.

EXAMPLE STUDENT OBJECTIVES

Students will explain how the library website is organized in order to identify how to find different types of resources after a 15 minute introduction by the Librarian

Students will compare search results from Google and Ebscohost in order to identify the advantages and disadvantages of each tool by finding 2 articles from each and logging their findings in a journal

Students will identify primary resources from secondary resources with at least 70% accuracy

2. EXAMPLE STUDENT OUTCOME

INTEGRATE instructional design methods when developing online content

EXAMPLE STUDENT OBJECTIVES

Students will distinguish between learning outcomes and learning objectives by writing their own for a chosen course

Students will create an online course with a homepage, syllabus, learning outcomes and learning objectives, and one complete lesson module

Students will analyze Learning Management Systems to choose an appropriate platform for their own online course by researching and reporting back to their discussion group

3. EXAMPLE STUDENT OUTCOME

Interpret the fundamentals of respiration and photosynthesis

EXAMPLE STUDENT OBJECTIVES

Given a list of chemical compounds, the student will identify 1 that is found at each step in the process of respiration and 1 that is found at each step in the process of photosynthesis

Illustrate a plant to identify the parts in respiration with 70% accuracy

Verbs to Avoid

When developing your outcomes, avoid words like understand, learn, and know.

They are not measurable because there is no concrete evidence to demonstrate.

A performance objective states very specifically what the student will be able to do by the end of the course, the topic, or the lesson. Written correctly, the performance objective will guide you in designing your lesson content, activities, and even your assessments. You might communicate these performance objectives at the course level and/or lesson level.

A well-written objective statement provides a clear picture of the outcome or performance you expect as a result of the lesson. It should be specific, concise, and most importantly, observable or measurable.

Three Parts of a Learning Objective

When written in behavioral terms, an outcome will include three components: student behavior (student outcome), conditions of performance, and performance criteria. The following example and table show how these parts interact:

Outcome Part	Description	Example
Behavior	What students will be able to do	Given a list of drugs
Conditions	How the student will perform the behavior	the student will be able to classify each item as amphetamine or barbiturate
Criterion	Degree of accuracy observed	with at least 70% accuracy.

Examples

- Immediately following a fifteen-minute discussion on a topic the student will be able to summarize in writing the major issues being discussed mentioning at least three of the five major topics.
- "In an oral presentation, the student will paraphrase Dr. Martin Luther King's I Have a Dream address, mentioning at least 3 of the 5 major points discussed in class."
- "Using the washingtonpost.com web site, the student will correctly identify and print out two examples each of a news article and an editorial regarding a topical new item."
- "Given twenty examples of incorrect verb tense usage, the student will identify and correct a minimum of sixteen instances."

Additional Resources for your Student Learning Outcomes and Objectives Assignment

Writing Objectives with Bloom's

<https://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/BloomWritingObjectives.pdf>

An introduction to Bloom's for Instructional Designers

<https://community.articulate.com/articles/blooms-taxonomy-elearning-instructional-design>

Submission: Upload Word doc, pdf, link to Google Doc, or similar to the Assignment Dropbox.

ONLINE MODULE PLAN ASSIGNMENT (20 points)

Building on the Learning OBJECTIVES you identified in the Student Outcomes and Learning Objectives assignment, use this [Module Template](#) to create your own online module plan. Be sure to download the template and save it to your computer, THEN make changes to it. You can also copy and paste it into a Word doc, etc.

You should have at LEAST 3 learning objectives from your Student Outcomes and Learning Objectives assignment but can certainly include more!

Again, if you are planning online training/program for a public library, you might not have as many objectives and they might not be measurable. EVERYONE should have at LEAST 3 objectives though.

Here is an example of a Computer Coding Module Plan

<https://docs.google.com/document/d/1OfISeH5wowJFsvcYD0bvOM1B7Tc5YWNgMleJo5neUy0/edit?usp=sharing>

Submission: Upload Word doc, pdf, link to Google Doc, or similar to the Assignment Dropbox.

ONLINE COURSE CREATION ASSIGNMENT (45 points)

Introduction

Now that you have completed student outcomes, learning objectives, a module plan and learned best practices in online course design, you are to develop the following in an online LMS of your choosing:

- Homepage
- Welcome module
- A short syllabus/library program information
- One learning module

You may use a real lesson as your model or the one you created for your Module Plan Assignment. This online course may be created for a school/classroom OR for a public library training/program.

I do hope that you will get creative with this project, but not get overwhelmed with the need to include a wide array of graphics or media. It is more important that you have clearly stated outcomes, content written in a manner that is easy for the students to understand, and have web pages that are easy to read and are pleasing to the eye.

If you're feeling industrious or adventuresome, feel free to add additional components such as a glossary, additional content modules, resource list, quizzes, etc. You also are encouraged to use related widgets and plugins as available. But, for this project it is not necessary.

For your final project, you can use your choice of LMS. I am most familiar with Google Sites and Weebly so can help you more if you choose one of these. The link below is to 5 best free LMS for online teaching. If there is one not listed that you are familiar with, feel free to use it.

<https://blog.capterra.com/free-lms-software-online-teaching/>

IMPORTANT- IF YOU USE GOOGLE CLASSROOM MAKE SURE YOU ARE USING A DOMAIN THAT WILL ALLOW GUEST ACCESS. FOR EXAMPLE: I have a kimmoore@aseschool.net account for All Saints but can build a Google Classroom for ONLY those at my school in the domain aseschool.net.

Required Course Contents

Homepage

Your homepage is your first contact with your audience/students. Include the basic information for navigating your course on this page. We all know how difficult it is to find what you need on ill-designed websites, so remember to keep the design simple, functional and inviting.

Your Homepage should include:

- Title of the course/library program (get creative with your title!)
- Navigation bar with links to other pages
- A link to your school's web site if you are building a website for a school (not needed for public library program)
- A link to your library's web site (any library website will do)

Welcome Module

It is on this page that you introduce yourself, your course/program and your course objectives. It is also a good place to provide your instructor's bio. This page should create a feeling of "expectancy" for your learners and entice them to continue with the course.

Your Welcome Module should include:

1. Instructor/Librarian background information
2. Technological requirements - use mine if you want (on my syllabus under Technology and Course Access).
3. Learning outcomes -- 3 to 5 outcomes, can be the outcomes you created for discussion in Module 3

Syllabus or for Public Library Program call this Library Program Information

The same things should be included in an online syllabus as in a traditional classroom. The key difference is you need to be even more explicit with your instructions. For help with your syllabus:

<https://teachingcommons.unt.edu/teaching-essentials/course-design/preparing-course-syllabus-checklist>

<https://tilt.colostate.edu/TipsAndGuides/Tip/219>

You may call this page Library Program Information if this is for a Public Library

Your Syllabus should include:

1. Instructor/Librarian contact information (you can fictionalize this if you wish - see mine)
2. Overview of the course/program
3. Textbook/books/materials information
4. Learning outcomes -- same as Welcome module
5. Grading criteria OR for Public Library call this Patron Expectations
6. An ADA (American Disabilities) compliance statement (you may borrow mine)

This is certainly not EVERYTHING you would include in an actual syllabus. You could also include a course calendar, ALL required readings for the course, topics outline, all assignments for the course, academic integrity expectations (like on mine), and more.

Learning Module One

Your Module One should include:

1. At least two or three narrative paragraphs explaining the module, an introduction of the content.
2. Curate 2-3 additional resources to support your module. This can be:

- a. videos
 - b. infographic
 - c. web 2.0 tool used for social bookmarking like diigo, pinterest, live binders, etc. to curate websites supporting the module
 - d. additional resources section for further reading to support the module - this can be links to online articles and/or database articles
 - e. recorded lecture
 - f. live chats with people important to your module topic
 - g. podcasts/audio
3. Discussion Topics page (provide at least one discussion topic associated with the module)
 - a. You do not have to create an actual discussion forum (plugin) in your course. However, DO create a discussion page to mimic a forum where discussions would be linked. This could be called BLOG page depending on the website builder you choose. Link the discussion prompt for your content module to this page.
 4. Assignments (or Activities for Public Library) page (include some type of evaluation exercise, quiz, paper, etc.)
 - a. Note: Create complete instructions for completing the assignment/assessment/program. If you choose to use a quiz, you will need to provide a minimum of 5 questions. For other evaluation objects (exercise, paper, etc.), create full instructions.

Expectations

During this period you are encouraged to post your concerns, questions and progress of your final projects to the Assignment/Course Questions Discussion Board. This is also where I hope you will interact/help/encourage your classmates. So please share the development of your project, the steps you are taking, setbacks, challenges, "aha" moments, etc.

Building the Course

You may find it easier to work on this in MS Word, Google Docs, or other first as you refine your work. After you are satisfied with the layout, then create in the LMS of your choice.

Submission: Submit the link to your course website in the Assignment dropbox. Make sure this link works by opening a different browser and pasting it into the URL bar. Include a username and password if needed to login.

Also, share this link with the class on the Link to Online Course Board. Once you finish your course, you might have to create a guest user account for your course so we can look at it. In Coursesites I had to add a USER and give the user a USERNAME and PASSWORD. It might be called something else in the platform you choose to build your course. When you share the link to your course include how we can login.

HERE IS A LINK TO MY EXAMPLE WEBSITE BUILT IN GOOGLE SITES. MY MODULE HAS A LOT OF INFORMATION. YOURS MIGHT NOT HAVE AS MUCH. The syllabus and teacher info are from one of my other courses and not related to the course I built. <https://sites.google.com/view/unt-info-5845/home>

CALENDAR

MODULE & TOPIC	ACTIVITY	DUE	POINTS
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		DATE	
Week 1 - Module 1: Teaching Online	Introductory post Online Teaching Survey Read NEA Guide to Teaching	7/10	3
Week 2 - Module 2: Learning Management Systems	Discussion post	7/14	3
Module 3: Learning Outcomes and Objectives	Discussion post - Write 2 "bad" learning outcomes and replace them with 2 "good" outcomes AND write a 3 part learning objective	7/17	3
Week 3 - Student Outcomes and Learning Objectives Assignment	Assignment due in dropbox	7/21	20
Module 4: Instructional System Design and ADDIE	Discussion post - choose an LMS to research and report on	7/24	3
Week 4 - Online Module Plan Assignment	Assignment due in dropbox	7/28	20
Week 5 - Module 5: Module Plans for Online Content	Discussion post - instructional design components and what will be your "presence" in online instruction	8/4	3
Online Course Creation Assignment	Assignment due in dropbox and link to website posted	8/4	45

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. The course dropbox is set to close at 1 a.m. as a buffer. 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.

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

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

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

F. 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 Center for Student Rights and Responsibilities, Student Development Office, Committee on Student Conduct. <http://www.unt.edu/csrr/>
- The incident will be reported to the SLIS 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 collaborative 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 Center for Student Rights and Responsibilities, Student Development Office, Committee on Student Conduct. <http://www.unt.edu/csrr/>
- The incident will be reported to the SLIS 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 deanofstudents.unt.edu/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](#).