**­COURSE INFORMATION**

**Images of Aging Through Film and Literature**

AGER 2250 - Three credit hours

**Professor/Instructor Contact Information**

- Kathleen “Dr. Kat” Wiggins, MBA/HCM, MSW, MASM, Ph.D., Associate Professor

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* Phone: 940-369-8671
* Email: kathleen.wiggins@unt.edu
* Office hours: Mondays and Wednesdays 9 am to 12 pm. Online by appointment.; Don't hesitate to contact me if you would like to schedule an appointment during office hours. Thanks! **Please Message me through** email ***Not through Canvas***
* Online: Please make an appointment and we can ZOOM or if you are on campus I can arrange to meet you.
* Email: kathleen.wiggins@unt.edu,

**About the Professors**

Hello, my name is Dr. Kathleen Wiggins, and I will be your instructor for this course.  I would like to welcome you to Images of Aging in Film and Literature.

My teaching philosophy is to help students achieve 100% of their learning capacity.  By doing that I try to teach to all of the students in their own learning style which includes Auditory, Visual and Kinesthetic.  Now each student probably has all three, but most students have a dominate style and two others.  My lectures are usually with power points, discussions, and hands on activities which will be included in this course.  I also include humor and my philosophy is that if you are not having fun, your learning will be compromised.  Stressed out learners usually don’t succeed.

I am looking forward to interacting with you all in this online class format. Moreover, I encourage you to take advantage of the discussion boards to also interact with your peers. To get started with this course, I recommend reading the syllabus, rubrics, and other course details from the **Course Overview**.

I look forward to meeting each of you and encourage you to reach out to me if you are having difficulty.  You can contact me with any questions or comments about this course via email. Please do Not message me through the message system on Canvas.  I will try my best to respond to your emails within 24 hours.  Also, if you need to meet in person, I can meet you on campus.  Just make sure you have an appointment first.

I do remember my college days, I am sure many of you will feel frustrated, overwhelmed and stressed.  Please reach out at the start of your symptoms so we can make corrections and address concerns.

If you are experiencing technical difficulties with this course, at any time, the UNT resources available will be the staff at the student helpdesk.

I encourage you to give 100% effort and I will do the same.  When you succeed, we both succeed.

Let’s get started!

Dr. Kat

What I hope you learn the most in this course is the ability to transfer information from theory to application.  It is one thing to learn about something, but it is another to understand it enough to apply it.

**Course Pre-requisites**

There is no pre-requisite course or instructor permission needed

**Materials – Text, Readings, Supplementary Readings**

Readings, film guides, and concept sheets will be provided in class.

***Each week, please bring a pen and a binder/folder to keep your materials in.***

**Course Description**

This course explores our impressions of old age and our attitudes towards the elderly as they are expressed in feature length Films and short fiction.  The analysis of cinematic and literary portrayals of older persons will enable you to recognize stereotypical views of aging and to appreciate the variety of human experience that characterizes the last decades of life. Through discussions of weekly gerontological theories, peer-reviewed research, and concepts, you will learn their meanings and applications as we compare them to the films and literature as well as to real life examples.

 **COURSE LEARNING OBJECTIVES**This course is designed to help students achieve the following Course Objectives (CO).  Upon completion of this course, students should be able to:

1)  Evaluate the dominant themes associated with aging in contemporary films and short stories.  (CO1, BL5)

2)  Validate the accuracy of the public images of aging offered in film and literature.

            (CO2, BL4)

3)  Hypothesize how views of older persons can be shaped by cinematic portrayals of old age.

            (CO3, BL4)

4)  Formulate the meaning of old age by using basic social, psychological, and gerontological      concepts. (CO4, BL5)

5)  Demonstrate key aspects of the aging process with appropriate examples from film and literature.  (CO5, BL3)

6)  Compare changes in recent decades of the way aging has been presented in motion pictures.

            (CO6, BL4)

7)  Critique images of aging in the media as compared to images taking place in the real world. (CO7, BL5)

8)  Formulate positive and negative aspects of later life and aging. (CO8, BL6)

9)  Explain personal thoughts about aging, old age, and older people.(CO9, BL2)

 *NOTE: Each Course Objective (CO) has been associated with the appropriate level of intellectual behavior Bloom's Taxonomy has identified as important in the learning process. The level of Bloom's taxonomy associated with the objective is indicated as "Bloom's Level" (BL). This taxonomy (or classification system) identifies six levels of cognitive complexity:  BL1 = remembering; BL2 = understanding; BL3 = applying; BL4 = analyzing; BL5 = evaluating; BL6 = creating.  For more information about Bloom's Taxonomy go to* [*https://jf20.wikispaces.com/file/view/Bloom's+Revised+Taxonomy-Digital+Style.pdf*](https://jf20.wikispaces.com/file/view/Bloom%27s%2BRevised%2BTaxonomy-Digital%2BStyle.pdf)

**Goals**

This course will review and analyze contemporary films and short stories of aging.  The goals of the course are:

1) To examine the nature, source, accuracy and implications of our collective and personal images of aging.

2) To improve your analytic skills by analyzing behavior, emotions, and actions of the older population.

3) To help you develop more realistic, positive, and productive view of later life and the processes of aging.

4) To elevate your ability to use critical thinking skills as we examine the research and then apply it to current situations.

5) To reinforce excellent communication skills through open discussions, team work and presentations.

**Teaching Philosophy**

This course will work best for those of you who are self-motivated and self-driven.  To best benefit from this course, it is vital that each of you participate in the class discussions, team activity, and assignments as scheduled on the TIMELINE provided.  It is my responsibility to provide you a platform of information and learning to begin thought and discussions from.  As excellent students, it is your job to continue to build on that platform.

**CORE CURRICULUM**

**This course satisfies the requirements forHumanities Core Course - 3 hours**

**Humanities Courses** - Addresses knowledge of the human condition and human cultures, especially in relation to behaviors, ideas and values expressed in works of human imagination and thought.

**This course satisfies the requirements for Discovery Core Course - 3 hours**

**Discovery Courses** - Designed to help students gather the tools necessary for full engagement in the undergraduate experience  Discovery courses will teach students to (a) think critically and creatively, learning to apply different systems of analysis; (b) engage with a variety of others in thoughtful and well-crafted communication; (c) be able to articulate the values that undergird their lives, the UNT community and the larger society; and (d) cultivate self‐awareness, balance and an openness to change.

As an integral part of the core curriculum, while engaging in this course you will develop and demonstrate the core objectives of **Critical Thinking Skills**, **Communication Skills**, **Personal Responsibility** and **Social Responsibility**.  (The summaries below can be found in their entirety on the UNT web page of Oversight Committee on Core Curriculum.)

**1)Critical Thinking Skills** – These include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information.  Through reviews of aging research and theory, you will learn how to evaluate weekly topics using examples of current media and literature, then examine them further through open discussions during team projects and Power Point presentations of real life examples.

**2) Communication Skills** – These include effective development, interpretation and expression of ideas through written, oral and visual communication.  Weekly open discussions through Power Point presentations and team discussions will allow you to see opinions and thoughts from your own classmates and teach you to openly debate and learn from each other.  Additionally, through the team projects analyzing aging literature as well as comparing and contrasting earlier learned theories and concepts, you will learn to work together for a common cause and present it in your own unique way to bring the theories and concepts to life in the classroom.

**3) Social Responsibility** – This includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in other types of communities. In this class, it will be learning to integrate with the Aging Community on many levels. You will identify your own aging cultural understanding and patterns, compare and contrast them with others, and learn to adapt empathetically and flexibly to be able to better understand the aging population. This will be accomplished through the weekly discussions as well as the Team Projects throughout the semester – specifically through the two Team Projects analyzing your individual and team’s thoughts on Social and Personal Responsibility topics regarding the Aging Population.

**4) Personal Responsibility** – This includes the ability to connect choices, actions and consequences to ethical decision making and reasoning about right and wrong human conduct towards the aging population. It requires you to be able to:  assess your own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Your ethical self-identity will evolve as you practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues regarding the older population.   This will be accomplished through the weekly discussions as well as the Team Projects throughout the semester – specifically through the two Team Projects analyzing your individual and team’s thoughts on Social and Personal Responsibility topics regarding the Aging Population.

**TECHNICAL REQUIREMENTS/ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspect of the course.

* UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:  Email: helpdesk@unt.edu

Phone: 940.565-2324 \* In Person: Sage Hall, Room 330-D

The hours are:  Wednesday-Thursday 8 am-Midnight

Friday 8am-8pm \* Saturday 9am-5pm \* Sunday 8 am-Midnight

* Hardware and software necessary to use Canvas: https://clear.unt.edu/services/lms-support
* Browser requirements: <https://clear.unt.edu/supported-technologies/canvas>
* Computer and Internet Literacy: <http://clt.odu.edu/oso/index.php?src=pe_comp_lit>
* Necessary plug-ins: <http://goo.gl/1lsVF>
* Internet Access with compatible web browser
* Headset/Microphone (not required but may be help for any synchronous chats and video conferences)
* Word Processor

**Minimum Technical Skills Needed: At a minimum, students should have the following technical skills:**

* Navigate and utilize the features of the learning management system (i.e., Canvas ), such as:
	+ access and open posted files documents, videos, and web links for team projects
	+ submit assignments using assignment links if needed
	+ access and post comments on team discussion boards during projects
	+ use email and send documents as attachments
* Create documents using commonly used word processing program (e.g., Word)
* Save documents as .doc or .docx files (***all*** documents submitted as an assignment must be saved as a .doc or .docx file)
* Copy and paste within documents
* Download and install required software to ensure proper operation of Canvas

**ACCESS & NAVIGATION**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to: <https://learn.unt.edu>

You will need your EUID and password to log in to the course.  If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

**Student Resources and Academic Support Services**

Links to all of these services can be found on the Academic Support tab within CANVAS.

* Academic Resource Center: buy textbooks and supplies, access academic catalogs andprograms, register for classes, and more.
* Center for Student Rights and Responsibilities: provides Code of Student Conduct along withother useful links.
* Office of Disability Accommodation: ODA exist to prevent discrimination on the basis ofdisability and to help students reach a higher level of independence.
* Counseling and Testing Services: CTS provides counseling services to the UNT community aswell as testing services; such as admissions testing, computer-based testing, career testing andother tests.
* UNT Libraries: online library services
* Online Tutoring: chat in real time, mark up your paper using drawing tools and edit the text ofyour paper with the tutor’s help.
* The Learning Center Support Programs: various program links provided to enhance the student experience.
* Supplemental Instruction: program for every student, not just for students that are struggling.
* UNT Writing Lab: offers free writing tutoring to all UNT students, undergraduate and graduate.
* Math Tutor Lab: located in GAB, room 440.
* Succeed at UNT: how to be a successful student information.

**Helpful Tip: Canvas has a new mobile app called Canvas Student for student use.**

1. Canvas Student was designed with you in mind and with the intention of providing a more user friendly and modern experience to help you achieve your educational goals. Your phone needs one of these operating systems installed: iOS8+, Android 4.0+, or Windows 8.1+.
2. Some of the key features include:

a.) Activity Stream: The majority of the time you spend in Canvas Student will be spent on the activity stream, the home screen. It represents a “smart view” of prioritized events and actions, and pushes content to you.

b.) Course Outline: This provides you with a familiar way of exploring content, quickly accessing information, and identifying the main materials you need to focus on. Content presentation is simple, clean, straightforward and fun.

c.) Test & Quizzes: You are able to view, complete, and submit assignments and tests, right in the app.

d.) Grades: Gives you real-time access to your grades in a comprehensive and friendly format which enables you to quickly identify your academic results and progress in a given class or assignment.

1. Follow these steps to download and install the Canvas Student app.
2. a) From your device, access the appropriate online store. (iTunes StoreSM on your iPhone®, iPod touch®).  (Google Play™ on your Android® device.)  (Windows Store on your Windows® device

    b.) Search for Canvas Student and install the app on your mobile device

c.) Open Canvas Student and search for the University of North Texas

            d.) Log in with your Canvas EUID and password.

**Policy on Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also 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.

**Being a Successful Online Student**

* [What Makes a Successful Online Student?](http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp)
* [Self-Evaluation for Potential Online Students](http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp)

**COURSE ORGANIZATION**

Course films, stories, theories, and concepts about older age will be covered in three-hour long seminars organized into four sections:

**Section One** will cover the **"Breadth of the Aging Experience"** including the issues of (a) Successful Aging, (b) Work and Retirement, (c) Women in Later Life, and (d) Adventure in Later Life.

**Section Two** will focus on **"Social Relations in Later Life"** including (a) Family Relationships, (b) Race and Ethnic Relationships, (c) Romantic Relationships, and (d) Intergenerational Relationships.

**Section Three** addresses themes of **"Illness, Disability, and Death"** including (a) Caregiving, (b) Dementia and Competence, and (c) Widowhood and Bereavement.

**Section Four** will cover the “**Literary View of Aging**” through contemporary works related to aging and the older population. This is where we will seek to discover the same themes of aging within fiction short stories and present them in team oral presentations.

**COURSE PROCEDURES**

**Film Seminars** Most weekly seminars will include viewing and analyzing a feature film about aging.  The films have been selected to illustrate each week’s topic and to provide a point of departure for class discussion.  A brief **Film Guide** with key themes, events, and issues to watch for will be provided for each week's film. In most weeks, **Concept Sheets** summarizing pertinent gerontological theories and concepts relating to the assigned topic will also be provided. These film guides and concept sheets, along with the lectures, will constitute the information for the Quizzes, the Midterm, and the Final.

**Literary Short Story Readings**

You will now be asked to read and reflect on an assigned short story about aging.   This will be done in a team assignment. Since the teams and the short stories are assigned, due to everyone's work schedule, you will have to review the story, discuss the points needed to present, and assign sections to each team member to present.   Each member of the team will be responsible for a part of the oral presentation, so individual oral participation is **required**.

**Attendance**

This is an online course. We will have online discussions about the materials presented in the Modules. The discussion boards will have a discussion question or questions about the materials covered. You must participate that week, because the discussion boards CANNOT be made up.

**Course Requirements**

List all required assignments and graded activities for the course, along with a short description and the points possible. Here is a table example below:

| Assignment | Points Possible |
| --- | --- |
| Discussion Questions – 20 points per class | 160 points |
| Quizzes x 2  | 110 points |
| Midterm  | 50 points |
| Final  | 100 points |
| Written Assignment | 20 points |
| Team Project Sign-up  | 10 points |
| Team Project Selection | 10 points |
| Team Project PP Assignment | 50 points |
| Team Evaluation | 20 points |
| Total Points Possible | 530 points |

## Grading

(Please find below the grading scale that will be used for this course.)

| Letter Graded | % of TOTAL POINTS |
| --- | --- |
| A – Outstanding Performance | 90 – 100% (90 – 100) |
| B – Above Average Performance  | 80 – 89% (80 – 89) |
| C – Average Performance | 70 – 79% (70-79) |
| D – Below Average Performance | 60 – 69% (60-69) |
| F – Failing | Less than 59.99% |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*No late work will be accepted unless there is a certified emergency.  Timely communication with the instructor is important if a certified medical issue or a family death occurs that restricts the ability to complete assignments on time. Copies of reason for not completing assignment must be presented to Professor Harllee ASAP.  Communication is the key to this issue.  *Exams or presentations missed can only be made up with a written medical excuse or other documentation.*  PLEASE COME AND TALK TO ME ASAP IF THINGS HAPPEN.**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*COURSE ASSIGNMENTS and ASSESSMENTS**

**Discussions** (8 Discussions @ 20pt. each = 160 points.) (Learning Objectives 1-9)

All students are expected to participate in discussions and contribute to the academic experience.   Maximize your discussion participation by:

1)  Completing more than the minimum requirements.

2)  Reviewing your film guides and concept sheets every week to be prepared for exams

3)  Taking complete notes on each film and lecture

4)  Being attentive to the stories, characters, and events portrayed in each film

5)  Volunteering your insights and interpretations of the film

6)  Sharing relevant experiences that you may have had with older people

7)  Providing thoughtful responses when called upon

8)  Work diligently with your team and continue engagement throughout the projects

**Team Project** (TP =50 pts)

(Meets Learning Objectives 2,3,8,9)

The presentations will be done in a team assignment context (see Timeline).  Once the teams and the short stories are assigned, you will have minimal class time to review the story, discuss the points needed to present, and assign sections to each team member to present.  Each member of the team will be responsible for a part of the oral presentation.  Each team member will be given a grade as an individual and not as a team, so individual oral participation is required.

**Quizzes (**2 @ 50pts points for a total of 110 points)

(Meets Learning Objectives 1, 3, 5-9)

Each quiz will be given online and will be asking for information about films, lectures and concept sheets previously reviewed.  By participating in discussion, watching lectures, and reviewing the handouts, you should have all of the information you need to excel on the quizzes.  They will also be reviewed to help you study for the Midterm and Final.

 **Midterm and Final Exams** (1 Midterm @ 50 points, Final @ 100 points) each for a total of 150 points,)

(Learning Objectives 1, 3, 5-9)

There will be a Midterm and Final examination.  Both will be given online as scheduled on the weekly Timeline schedule.  The exams will be **non-comprehensive**.  The questions will test your understanding of the course concepts presented in the handouts and lectures, as well as your ability to use them in analyzing the films shown.  It will not be sufficient to simply summarize the films in your answers.  You will be required to analyze the plot, characters, and events using gerontological concepts presented in class and on the handouts. It will be important that you are able to discuss parallel gerontological behaviors from different films and describe the reasons behind the behaviors.

The exams are to give you a chance to show me not only what you have learned, but what you think about what you have learned.  Be prepared to support your thoughts. **You will NOT need to know specific towns, places, dates, etc. from the films.**

## **Course 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. [Date will be given as soon as known]

**COURSE REQUIREMENTS**

To meet the required standards of this course, you should be achieving the following:

1)  Participate in discussions

2)  Reviewing film guides and concept sheets every week to be prepared for exams

3)  Taking complete notes on each film and lecture

4)  Being attentive to the stories, characters, and events portrayed in each film

5)  Volunteering insights and interpretations of the film

6)  Sharing relevant experiences that you have had with older people

7)  Providing thoughtful responses when called upon

8)  Work diligently with your team and continue engagement throughout the projects

**COMMUNICATIONS**

Communication among participants in this course, including the instructor and students will use the following tools in the course in the following way:

1. Announcements - I will post announcements as necessary on the Home Page of the course.
2. Message – **Using the course Message link on the left side is the best way to contact me** and your fellow students.  That way, the messages stay within this particular course.
3. E-mail - E-mails can be sent using Eagle Connect kathleen.wiggins@unt.edu ONLY
4. All Emails and assignments: Please put your Course Name and number at the subject line and sign it with your first and last name. Also all papers, assignments, must have your first and last name on them. I will return all emails without your name and course number on them.

**Interaction with other students**

You are expected conduct yourself in this class with maturity and integrity. This will help maintain a positive and productive learning community for all students. Additionally, here is a minimum of my basic expectations for students:

1. I do expect you to demonstrate mature and professional behavior towards your fellow students, the instructor, and the educational process.
2. I do expect you to demonstrate tolerance for listening to other students’ opinions and points of view. In return, you should not make offensive or inflammatory statements they will not be tolerated.

**COURSE POLICIES**

**Instructor Responsibilities and Feedback**

As the instructor it is my responsibility to provide a positive environment that facilitates students’ ability to grow and learn. I am also responsible for providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, provide grading rubrics, and continually review and update course content**.**

You can anticipate a response to your emails within 24-48 hours; assignment grades posted within one-two weeks of submission, and final grades posted by the UNT required date at the end of the semester.

**Incompletes**

Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given if the student is (a) passing the course, (b) has completed 75% of the course requirement, (c) has very compelling special circumstances, and (d) provides adequate documentation. I will require that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

*An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (*[*http://essc.unt.edu/registrar/incomplete.htm*](http://essc.unt.edu/registrar/incomplete.htm)*, p. 1)*

If you fail to complete the course requirements by the end of the subsequent semester the grade of Incomplete will be replaced with an “F”. I strongly urge you to complete the course. If you find you are Springing behind, or not passing, I recommend you consider withdrawing from the class so that your record and GPA is not negatively affected. Please come talk to me if you find yourself having any difficulties with keeping up with the assignments.

**Copyright Notice**

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

**Administrative Withdrawal**

Please refer to the [Office of the Registrar](http://registrar.unt.edu/registration/fall-add-drop) regarding the Withdrawal Policy.

**Syllabus Change Policy**

The course syllabus and timeline are a general plan for the course, so most questions about this course and the guidelines should be able to be answered with these two documents.  But deviations may occur and will be announced to the class by the instructor.  The University attorney advises faculty members to notify students that the syllabus and timeline used for this course are not contracts and are therefore subject to change. The goal is to adhere to the schedules provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

**UNT POLICIES**

Student Conduct and Discipline

The primary concern of the University of North Texas is the student. The university attempts to provide for all students a campus environment that is conducive to academic endeavor and social and individual growth. To that end, rules, regulations and guidelines governing student behavior and the student's relationship with the university have been formulated into a student code of conduct and discipline. Enrollment at the University of North Texas is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. Additional information can be found in the [Code of Student Conduct.](http://studentaffairs.unt.edu/sites/default/files/pdf/code_of_student_conduct.pdf)

**Academic Honesty Policy - The use of AI is not permitted.**

**Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy:** [**http://www.unt.edu/csrr/student\_conduct/misconduct.html**](http://www.unt.edu/csrr/student_conduct/misconduct.html)**, misconduct for which students are subject to discipline Springs into the following categories:**

1. *Acts of Dishonesty, including but not limited to:*
	1. *Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:*
		1. *use of any unauthorized assistance in taking quizzes, tests, or examinations;*
		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. *the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;*
		4. *dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);*
		5. *any other act designed to give a student an unfair advantage.*
	2. *Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is 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 and/or*
		2. *the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.*

**Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit:** [**http://www.unt.edu/csrr/student\_conduct/index.html**](http://www.unt.edu/csrr/student_conduct/index.html)

**ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>.  You may also contact them by phone at 940.565.4323.

**Add/Drop Policy**

Please refer to the [Office of the Registrar](http://registrar.unt.edu/registration/fall-add-drop) regarding the Add/Drop Policy.

**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.oea.gov/index.php/links/electronic-code-of-federal-regulations>.  The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document:  <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

***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.

Thank you,

Dr. Kat