

PSYC 1500 Mythbusting: Distinguishing Fact and Fallacy in Psychology and Everyday Life  
Spring 2018; T & T, WH 313 at 3:30 (section .001) and WH 112 at 5 (section .002)  
Blackboard will NOT be used.

Instructor: Dr. Linda L. Marshall, Professor  
Office hours: by appointment

Assignments Only: [psyc1500@unt.edu](mailto:psyc1500@unt.edu)  
All Other Communication: [Linda.Marshall@unt.edu](mailto:Linda.Marshall@unt.edu)

### **3 Warnings**

1) This is a process-oriented course in contrast to most courses which are content oriented. If you are uncomfortable with ambiguity or want to clear information about what is “right” and what is “wrong” rather than learning to think it through, you should take a different course.

2) Ambiguous is defined as open to several possible meanings or interpretations; of a doubtful or uncertain nature; difficult to comprehend or classify; lacking cleanness or definiteness; obscure or indistinct. In the real world of professional work and in this course, ambiguity is pervasive. People are not given detailed assignments, nor is everything defined or described in the real world. Professionals are expected to think for themselves and work through issues without detailed instructions as well as to help others clarify ambiguous issues. Tolerance for ambiguity ranges from completely intolerant (e.g., I hate it; it makes me crazy) through tolerance and even to enjoyment (e.g., I love the puzzles and challenges it provides).

3) I give warnings when students are doing poorly to allow them to improve or drop the course if necessary. In this case, doing poorly is defined as performance that would likely result in a D or F for the course.

**Texts** – once reading start the texts must be brought to class for reference  
(Sharing books is allowed, but not encouraged.)

Levy, D. A. (2009). *Tools of Critical Thinking: Metathoughts for Psychology* (2<sup>nd</sup> ed). Waveland Press.

Ruscio, J. (2006). *Critical Thinking in Psychology: Separating Sense from Nonsense* (2<sup>nd</sup> ed). Wadsworth,

### **Overview**

Experiential, action and cooperative learning methods facilitate skill development as a mythbuster and expanded comfort zones. Most of my critical thinking lessons were developed to be content free because the processes are applicable across situations and topics, allowing use of current events for the content (topics) used to develop and practice skills. [Hereinafter forms of the term “critical thinking” will be CT.] The core objectives are CT (writing & in class), Teamwork (in class family processes & log entries), Communication Skills (writing & in class), and Personal Responsibility. Personal Responsibility to family, self, and professor. Responsibility to family is facilitated by attendance, roles, and daily participation avoiding discourteous behavior (e.g., attention to electronic devices). Responsibility to self is facilitated requiring self-reliance, by not using Blackboard (i.e., requiring you to keep up with your own grades and assignment schedule), improving self-reliance, allowing choice between full (on time) and partial (late) points for assignments, and, most important, personal effort for class and assignments. Personal Responsibility to professor facilitated by following instructions, attendance, remaining in classroom, and not using electronic devices without permission.

Knowledge of and practice with CT will expand students’ cognitive comfort zones. The course is on metacognition (thinking about thinking) showing that normal cognitive heuristics and biases are useful, yet also perpetuate myths. Mythbusters use tactics and strategies to counter their own cognitive biases as well as the biases of others. Behavioral comfort zones are expanded by practicing skills needed to enact different group roles daily. Students stretch by trying new ideas and behaviors, being less than perfect, making mistakes or otherwise messing up, then learning from it. “Mistakes” and false starts teach more than being right.

### **Personal Note**

One complaint is that I make students think too much. Students’ evaluations have included such things as “Talk more and don’t make the students think so much.” I’m very proud of that.

### **Electronic Devices**

It is both rude and disruptive to check or respond to something or someone on your cell. Responding in class and/or leaving the room to respond conveys the clear message: “this is much more important than such insignificant and meaningless things like family members and class experiences.” Frequently leaving class will result in losing some of the 30 possible points for effort.

### **Instruction Details: Specific Instructions for all Assignments**

I am very, very picky about details. Points are deducted if these details are ignored. Send assignments to [psyc1500@unt.edu](mailto:psyc1500@unt.edu). The email subject line and Word filename will be your last name and the assignment (e.g., Marshall POV-1; Marshall log #2). The Word file will be ½ inch margin on all 4 sides, 10-12 point font, single

spaced and sent as an attachment to the email. One point will be deducted for each of these requirements that are not followed.

Do NOT send a pdf, zip file, google doc, and do NOT embed the file within the email..

Points are based on the quality and depth of thinking evident. Critical analysis **MUST** be evident in all assignments. Essays will be graded using the CT Rubric (attached). Additional evaluations will be based on technical details involved in appropriate writing (e.g., sentences, paragraphs); clarity, thoughtfulness, depth and thoroughness of the content; and how responsive it is to the assignment.

To ensure prompt attention, all questions or issues, request for meetings, information about attendance, etc. should be sent to my faculty email: [linda.marshall@unt.edu](mailto:linda.marshall@unt.edu).

### **Grading Points** 347 possible points available for cumulative course curve

Grading is cumulative – letter grades are assigned at the end of the semester with the curve set by the highest points achieved: 90% of the highest for A, 80% for B, 70% for C, 60% for D; less will be F. Everyone can get an A, but an F is likely if the log entries are not done or class is missed too much. Grades estimated during the semester are exceedingly tentative because about two-thirds of possible points are not assigned until the last couple of weeks. With that caveat, preliminary points will be calculated for grade estimates mid-semester.

Several types of points will be based on peer evaluations - Teamwork behavior, MVP decisions, and overall ratings. A third of your points will be based on how you are rated by peers in your family.

### **Family Behavior** – 115 points are possible (not including any bonuses earned during the semester)

40 pts (20 ea) evaluate family members' teamwork behavior using UNT's Teamwork rubric

30 pts for overall family behavior; involvement, contributions, responsibility, etc. by family at semester's end

10 pts for being 1 of 3 MVPs; rated as highest on helping others, improvement, or rated as most important

(A student can get only one of MVP award and only if s/he evaluated her/his entire family)

15 (5 pts ea) evidence of CT & absence of response bias rating family members' behavior on forms

20 pts for balanced role rotation in the family - each member having each of the 4 roles at least 4 times

(5 pts for performing each role 4 times; 0 pts if have outliers--not well balanced across members)

### **Individual Behavior** – 232 points are possible (not including any bonuses during the semester)

30 pts attendance, 1 pt ea day, ½ pt if late.

60 pts (20 ea) for POV difficult discussion essay using CT rubric for written essay

30 pts (10 ea) for quality & responsiveness of experience as evident in POV essay

12 pts for having turned in cumulative log entries every week (1 pt each week)

40 pts thoroughness and quality of completed cumulative log entries at the end of the semester

30 pts self-evaluation essay

30 pts effort uses objective data (i.e., attendance, timeliness, following direction details, weekly logs, NO personal use of phone/electronic devices, prepared for class, correct submission, etc.)

### **Point Deductions**

1) If late assignments are turned in within 2 days of due date, they will be graded and may earn **up to half** of the points possible (i.e., half of the possible points will be lost due to lateness).

2) 5 pts if your peer evaluations do not show CT by using diverse numbers for each person.

3) 5 pts for any role that is not evenly balanced within and between students; up to 20 points

4) 5 pts for each missed class after the 3rd absence

5) 1 pt ea for any error in Instruction Details (above) on format, submission, and content

6) 5 pts for wearing earbuds, earphones or headphones (plus decreased points for effort)

7) 1 pt for texting, checking email, Facebook, etc. during tasks and 1 pt off for the Leader if I catch it.

Increases to 5 pts each time after the 3<sup>rd</sup> instance.

8) 2 pts for incomplete Coach's notes or those not showing thoughtful constructive criticism

### **Extra Credit**

10 pts for research via SONA at <http://www.psyc.unt.edu/undergraduate/undergraduate-research>.

### **Due Dates** (Some due dates will change.) emailed assignments are due at 11:59 pm

Feb. 2, first week of log entries due; subsequent cumulative logs due on successive Fridays at midnight

Feb. 6, IAT notes for Sexuality, Arab-Muslim, and Gender-Career tests

Feb. 8, Reading 1 before class. From now on bring your books to every class

Feb. 13, POV-1 due at 11:59 pm

Feb. 22, Team 1 family evaluations due at class time

Mar. 6, POV-2 due at 11:59 pm

Apr. 3, POV-3 due at 11:59 pm  
Apr. 5, Team 2 family evaluations due at class time  
Apr. 27, Final cumulative log due with 12 entries of each kind (i.e., 36 entries)  
May 3, Overall semester evaluations of family members due at class time  
May 8 at 5pm, Self-evaluation essay due

**30 pts; Mandatory Attendance** – & remaining throughout class (frequency of leaving class may affect effort) Intense involvement and practice are needed to break old habits, develop skills, and get used to using CT techniques. To be counted as present, YOU MUST sign the daily attendance/tardiness sheet. Beginning with the 4<sup>th</sup> absence, for each class missed 5 points will be deducted from total course points earned (e.g., 15 pts for 6 absences), regardless of whether absences were excused (e.g., medical note) or not. Plan to use the 3 “free” absences very wisely for times it is *really* necessary to miss class.

If you miss class when a hard copy of an assignment is due, you should send it to class with someone else to be on time. Alternatively, for half credit an image of it must be emailed it as an attachment within 48 hours to get the half credit possible for a late assignment.

**DUE FEB 6; Implicit Associations Test** – bring written notes to class

This assignment demonstrates that we are often unaware of biases although they affect behavior and beliefs. At the website, <https://implicit.harvard.edu/implicit/selectatest.html> sign in as a U.S. guest. Then take 3 tests – Gender-Career, Arab-Muslim, and Sexuality. This assignment should take you outside your comfort zone. Be prepared with notes to address several questions including: 1) What were your results? 2) What did you learn about yourself? 3) How do the results compare with what you think you know about yourself (e.g., what was surprising, what was as you would expect)? 4) What effect do the results have on the way you think about yourself and why? 5) What does the experience imply about the culture?

**Family Behavior** to practice collaboration and prepare for work life

You will remain with a resource-based family all semester. Family members should get to know each other, communicating during and outside class. Members are expected to be responsible to each other and for each other. As in businesses, teamwork is expected; members must be able to rely on each other to contribute their best to family tasks. It is everyone’s responsibility to help each other improve her/his skills. This cooperation and collaboration is emphasized by having 115 points for family behavior. The 3 MVPs earn 10 points by showing the most improvement, importance, or helpfulness according to their family members.

Tasks and products presented to the class must reflect the collective, combined contributions of everyone, arrived at via collaboration. Every member must participate daily in the content and product. No one’s ideas or talk time should take precedence over anyone else’s contributions.

Roles change every class. Members must take turns in each role, enacting each one at least 4 times spaced across the semester (not in a row). All members must enact each role the same number of times (to the extent possible). To enact the roles, you must suppress your “natural” tendencies. Those not having a primary role that day will be participants who must be actively engaged in the process and content.

- 1) **Coach**. The purpose of this role is to improve the leadership, speaking/listening, and questioning/fact checking **behavior & skills** of each member and to improve the ability to give and accept constructive criticism (i.e., coach each member to improve in the role). The focus on process requires constructive criticism to improve others’ skills and family climate. The content (e.g. being nice, lack of critical evaluation) will likely result in points subtracted from the Coach. The content & comments on others’ behavior) has **ABSOLUTELY NO EFFECT** on that student’s grade, but if the content lacks critical evaluation (e.g., is superficial or “nice”) points will likely be subtracted from the Coach. Thus, the Coach must call people out in order to help improve their skills. The Coach’s role requirements are to:
  - a) Ensure everyone follows the family’s rules and stop anyone checking or using an electronic device.
  - b) Improve role congruent behavior, helps everyone enact her/his role throughout the class. For example, the Speaker must report the group’s thoughts, not her/his own thoughts.
  - c) Use feedback & constructive criticism to describe less than perfect behavior, emphasizing how to improve in the role (e.g., to be a better leader). This *verbal* feedback is necessary for improvement.
  - d) Turn in your feedback notes. Include family name, date, names & role of each, and your comments so I can judge Coaching role behavior. These also provide the official data tracking role distribution.
- 2) **Leader**. This role improves the **thoroughness** by ensuring all are involved, listened to, and contribute to task completion and quality of the product. S/he ensures the final product is based on a consensus with everyone’s input. S/he ensures nobody dominates the discussion, nobody is ignored and the family is on task. Ensures everyone knows what (if anything) is due next.
- 3) **Speaker & Scribe**. This role is for **clarity** of the family’s product (i.e., results of task completion). S/he will take notes and report family’s results to the class as accurately and objectively as possible, ignoring her/his

own point of view. It's helpful to summarize to the family before reporting to the class. The scribe/speaker does NOT give her/his own view. S/he must accurately reflect the group discussion and decisions. What the speaker thinks personally is completely irrelevant to what s/he says to the class.

4) **Fact Checker/Devil's Advocate**. This role improves the **quality** of the family's work product. The FC has an accuracy responsibility. S/he ensures the family is "on the right track," for the task (i.e., going in the right direction) calling on the professor if necessary. As DA, s/he extends the family's perspective. S/he makes opposing questions and comments improve the quality, depth and breadth of the discussion and product. Via these tasks (e.g., questions, pointing out alternatives, arguing against ideas), s/he encourages thinking outside the box. This role ensures consideration of as many perspectives as possible. S/he may encourage alternate views by making opposing arguments, pointing out and questioning assumptions or leaps of logic. Questions can also be as simple as 'why do you think that?'

### **Peer Evaluations**

There are two (2) types of peer evaluations in which your points will be primarily determined by the average given to you by your family members. Forms will be handed out. Response biases must *not* be evident (e.g., little variation in ratings for a specific individual or across individuals). CT with an absence of response biases will earn up to 5 points. As noted above, 5 points will be deducted if CT is not shown. (This effectively results in a 10 pt loss for superficial thinking, bias, or ratings that are not well justified.) CT will be evidenced by different numerical ratings across people and within an individual, depending on the quality being rated. It is not at all realistic for anyone to show the same level of all qualities measured nor is it realistic for different people to have the same set of ratings. Perfect scores would imply s/he already knows everything. High scores are suspicious, especially part way through the semester.

1) Using UNT's Teamwork rubric, each family member will evaluate the performance of all other family members during the first third of the course then during the second third. Students will get the average of the evaluation points assigned up to 20 points each time. Up to 5 points will correspond to the degree to which CT and objective analysis are evident. In addition to helping raters learn to make discriminations, accurately judge the quality of work, and balance different types of contributions a primary purpose is to help each person improve as a team member and practice work-related behavior.

2) Overall Evaluation. Every family member will evaluate the others in their own family considering their behavior during the entire semester for up to 30 points. Your evaluations of others must show CT skills and the ability to make objective judgments despite any bias you have about an individual. Up to 3 people will receive 10 MVP points – whoever showed a) the most improvement; b) helped others the most; and c) was most important. Only 10 MVP points are possible for any person. You cannot get any MVP points unless you have done all peer evaluations for your family members.

**NOTE:** Across the past 7 semesters, those spending time on their phones or computers during class were rated lower than others on peer evaluations which decreased the points they received as a family member. Phone use actually decreased the final letter grade some students received.

**Weekly Log Entries** – cumulative log (in one Word file) submitted weekly on Fridays at 11:59 p.m.

Log entries encourage the reflection necessary to recognize, analyze and understand multiple perspectives, to add breadth and depth to course experiences and material as well as to everyday life. Log entries are NOT mere descriptions and are not like a diary or journal. Each kind of entry is practice in a different type of CT. Points earned are based on the number and breadth of entries, clarity, depth of thinking, improvement over time, and responsiveness to assignment. The amount and quality of thought evident in each entry is critical.

**Required format** (in addition to instructions above) You will submit the same Word file each week with the new entries added (e.g., log week 8 will have 24 entries, 3 of each kind for each week). The Word file will have 3 sections (one for each type of entry-Family, Mindset, Ethics) with a new entry of each kind added every week so each section is in chronological order. When completed, the Family section will have 12 entries, followed by 12 Mindset entries, ending with the 12 entries evaluating each of 4 ethical issues. I give feedback on the week 3 file with its 9 entries using the review function in Word. To see the feedback, first move the log file in your email from me to your desktop before opening it. My comments will be in color and underlined. You will keep using this same Word file (showing my comments in color and underlined) for the remaining entries. Label the entries with the date or log entry number. The final cumulative log will have all entries within each section in chronological order and include all of the entries across the semester.

1) **Family Process** (CT about your family functioning behavioral processes & rules). The purpose is to become aware of how we affect each other and are affected by others in conversations and group work. Analyze and evaluate how your family functioned and how it could be improved, including such things as: how something improved and disrupted discussion or family climate; things that affected your feelings about each other that day; annoyances and pleasure; anyone dominated the discussion, how it was done and others' reactions; whether anyone did not participate or contribute and how it affected others; the effects of comments

on others; how side discussions were handled; what caused the family to stay on or go off track (as all families do sometimes), etc. What behaviors or comments encouraged and discouraged participation? What increased and decreased in-depth thinking to improve (or detract from) the quality of the product? Address process, *not content*. try thinking about what was similar and different between the 2 days and work on identifying what caused those things as well as whether they should be altered (&, if so, how could that be done). Don't make the entries about you (i.e., not how you think, feel, or interpret what happened). This is the only type of entry associated with class members and with what happens in class. Your comments will NOT affect my evaluation of anyone else because I'll be grading you on your improving skill addressing group processes..

2) **Mindset** - helping someone you know outside of class -not a class member-- to consider changing one of her/his fixed mindsets to a growth mindset. Do NOT try to set this up in any way or choose the topic or person apriori. Instead, be alert during conversations. Listen for him/her to say something indicating a fixed mindset (e.g., I'm just not athletic, I learned a long time ago I can't do X, I was just born to procrastinate) - a statement indicating that a skill, ability, or other characteristic is a fact and cannot be changed. In other words, s/he says or clearly implies that something about her/himself is unchangeable. The characteristic is established, permanent and enduring. Your job then is to try to help him/her to change that fixed mindset to a growth mindset in which the person clearly recognizes the possibility that the characteristic, belief, behavior or whatever actually could be changed. You should NOT tell the person what/how to think. Instead guide the conversation so the person discovers it for her/himself. In the log entry briefly state the context (who, where, what was the mindset) and describe what you said -- how you tried to help him/her to think in a different way to change the fixed mindset to a growth mindset. Describe what you and s/he said and the effect on her/him as well as the outcome - the end result.

This is not an exercise in persuasion or getting her/him to think in a specific way. Ask questions to help her/him examine her/his own beliefs. What you think would be best is not relevant. Do not make suggestions. Use the information in the handout to identify and question fixed mindsets.

You canNOT use anything related to classes (e.g., like failing a test or course), gaming, hating a food, never finding a boy/girlfriend, etc. Do not use anything that all students likely feel at one time or another and do not use something reflective of a mood.

3) **Ethical Reasoning** (CT about right and wrong). You will consider (i.e., describe and analyze) your own ethical values and the social context of ethical problems. In this case, ethics consist of an individual or cultural moral principle, value and/or rule that is related to specific areas of conduct, prohibiting or requiring certain acts. Four topics will be covered, each having 3 entries (i.e., each topic will be addressed in your log for 3 weeks in a row). Entry 1 will take the perspective of one side of the issue; answering yes to the question. Entry 2 will take the opposing perspective; answering no. Entry 3 will weigh and evaluate the two sides and come to a conclusion for yourself. The reader should not be able to tell what you actually think until the third (conclusion) entry on an issue. Describe the information you would be using if this were the first time you considered the pros (1<sup>st</sup> week) and cons (2<sup>nd</sup> week) of the issue and had to come to a resolution (3<sup>rd</sup> week).

Choose 3 of these issues: Should recreational marijuana use be legal? Should racism still be considered to be a serious problem in the U.S.? Should immigrants without legal documentation be given amnesty? Should abortion remain legal? Should the death penalty be abolished? For the 4<sup>th</sup> issue, you will choose an unlisted topic. Issue 1 will be addressed in entries due Feb. 2 (reasons to agree), 9 (reasons to disagree) & 16 (evaluate reasons and make a conclusion). Issue 2 due Feb. 23, March 2 & 9. Issue 3 due March 23, 30 and April 6. Issue 4 (not from list) due April 13, 20 & 27.

### **POV Difficult Discussion Essays; 3 at 30 pts ea (20 for CT rubric + 10 for quality of discussion evident)**

These essays are an exercise in critically thinking about something you disagree with. The purpose is to experience the difficulty of being objective, open-minded and flexible in your thinking. You cannot have the conversation with anyone you know well or with whom you have talked about the topic before because you would be biased by those experiences and could not listen as well as you need to for this.

The topic must be something that is a deeply held belief or opinion that is the opposite of that held by the other person. The topic must be something fundamental, basic, important, central and/or significant to you. Not a simple preference (e.g., *not* a favorite restaurant, game, major, class, etc.).

Find an acquaintance (NOT a friend, roommate, member of this class, family member, etc.) or stranger that you know thinks very different than you do on some social issue that elicits strong feelings. S/he should have an opinion, belief, attitude, or set of beliefs that you care about and that is the opposite of what you think in some fundamental way that is important to you (e.g., religion, race/ethnicity issues, etc.). Possible examples would be gay marriage; transpeople having to use the bathroom of their birth; gun control; if you are pro choice & s/he is pro life; you are for the death penalty & s/he is against it; you support the Black Lives Matter movement & s/he doesn't, or you believe in creationism & s/he believes in evolution, etc.. Explain that you would like to try to understand the opinion or belief for a course you're taking and that you won't try to change her/his mind about it.



POV1, POV2, & POV3 can each be done in one of two ways. You can either have a discussion in which you try to understand what each of you think and why you think that way OR you can do an interview in which you try to learn about and understand the other person's POV with everything you think kept out of the conversation. If possible, let the other person decide which s/he prefers. (For example, you could say "Would you rather we try to understand each other or let me ask questions to try to understand what you think – kinda like a 2-way discussion or a 1-way interview?") In either case you must try not to judge or evaluate the person or her/his beliefs.

Ask her/him to explain what s/he thinks and why s/he thinks that, then talk to her/him about the differences -- not to convince or change her/him, but rather to understand the differences. For interviews, what you think – your opinion – does not matter. It is irrelevant and does not even need to be mentioned. Write a 750-1000 word essay describing the experience. Be sure to indicate discussion or interview in your essay. Briefly give a summary - a little content and subject information (e.g., what each of you believe, what the discussion consisted of, etc.), but focus on a critical analysis and description of the discussion including, for example, your (and her/his) reactions to the discussion and any way you and s/he were affected by the experience at the time and later.

### **Self-Evaluation of Performance Essay**

This essay will be 1000-1300 words. Use CT and constructive criticism to evaluate the quality of your performance in all aspects of the class. Include major accomplishment & major failure and what you learned from it; strengths, weaknesses, and changes during the semester. Address all course requirements, including how you were affected by others in your family, how you affected them and challenges to your behavioral and cognitive comfort zones. Address your effort, involvement, and accomplishments in all aspects of the course, including your own performance in each of the roles. Include any issue that caused you to perform at a less than optimal level. Detailed and specific information with examples is necessary. Be sure to discuss ways your thinking improved and give evidence for improvement.

**FYI** Behaviors your peers find disruptive should serve as warnings about how not to behave in your family. from: Hoffman, K.D. & Lee, S.H. (2014). A CIT Investigation of Disruptive Student Behaviors: The Students' Perspective. *Marketing Education Review*, 24(2), 115-126. DOI: 10.2753/MER1052-8008240203 Students judged other students' behaviors they disliked, were annoyed by and considered disruptive. Useful for class because these things will likely affect evaluations by family members and, therefore, final grades.

55.5% recommended instructors enforce policies: take control, be more authoritative, ask offenders to leave, "call them out," embarrass disruptive students, give them the "stink eye," stop class, leave the classroom, talk/lecture quietly, deduct points from offenders, reward points for good behavior, corporal punishment).

36.9% of the incidents were students having side discussions

31.9% of the incidents involved technology issues

For example, using laptops (watch YouTube/movies, surf the net, play games, chat, use Facebook); using phones (texting, phone calls, app games, surfing the net, ringer or vibration); listen to music.

11.9% over-the-top participation issues

For example, students dominate discussion, are argumentative with students or instructor, talk about unrelated topics, talk too long, talk tangentially (or curcular) from the core discussion.

9.2% Commitment Issues (likely much greater in a class like ours that depend on small groups)

For example, arriving late, leaving early, packing up early, coming unprepared, poor attendance.

### **THE SMALL PRINT**

Plans and dates may be modified during the semester.

You are expected to remain in the classroom during each class period. If you leave during class, I will assume an illness or emergency. You will not return to class that day.

***Incompletes.*** This course is cumulative, with knowledge and skills from one day building on and using previously obtained knowledge and skills. Consequently, it will be extremely difficult, if not impossible, to get an I. Moreover, students must rely on each other for their own improvement. In any rare situation where an I is assigned, the student must complete the entire course.

***Plagiarism and Cheating.*** Academic misconduct will not be tolerated. This includes, but is not limited to using someone's work without proper acknowledgement. Plagiarism and/or any form of cheating will be grounds for an F in the course and possible sanctions by the university. All students should be familiar with UNT's policies on academic misconduct.

***ODA.*** UNT makes reasonable academic accommodation for students with disabilities. To seek accommodation, you must register with the Office of Disability Accommodation (ODA) to verify eligibility. If verified, the ODA will provide 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. New letters of accommodation are needed every semester and students must meet with each faculty member prior to implementation in each class. Faculty have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. See the ODA website at <http://www.unt.edu/oda> and/or contact them by phone at 940.565.4323.