

PSYC 1500 Mythbusting: Distinguishing Fact and Fallacy in Psychology and Everyday Life  
Fall, 2016; T & T, WH 113 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)  
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 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

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. Most of my critical thinking lessons were developed to be content free so the processes are applicable across situations and topics, allowing use of current events for the content (topics) used to develop and practice critical thinking skills. The core objectives are Critical Thinking, Teamwork, Communication Skills, & Personal Responsibility.

Knowledge of and practice with critical thinking will expand students’ cognitive comfort zones. The course is on metacognition (thinking about thinking). 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 biases, ambiguity and uncertainty in the ways information is presented to them.

Behavioral comfort zones are expanded by practicing skills needed to enact different roles daily. (See Family Behavior section.) 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.

### **The Details: General Instructions & Submitting Assignments**

I am very, very picky about details. Points are deducted if details are ignored. The email subject line to [psyc1500@unt.edu](mailto:psyc1500@unt.edu) will list your last name and the assignment (e.g., Marshall CT-1; Marshall log #2) The Word filename also will be your last name and the specific assignment (i.e., will match the email subject line). Layout of the Word file will be ½ inch all 4 sides, 10-12 point font, single spaced. Attach the file to the email.

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. Criteria include critical analysis as well as details involved in the submission, format and appearance of the essay; 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 other 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** 337 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. Students can make up for poor performance on an early assignment with good performance on a later assignment. Everyone can get an A, but an F is likely if the log entries are not done or class is not attended regularly. 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. More than a third of your grade will be based on how you are rated by peers in your family.



Family Behavior – 115 are possible (not including any bonuses during the semester)

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

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)

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 critical thinking & absence of response bias rating family members' behavior on forms

Individual Behavior – 192 points are possible (not including any bonuses during the semester)

30 pts attendance, 1 pt ea day, ½ pt if late or have excused absence, ¼ pt if email prior to unexcused absence

20 pts IAT essay critically evaluating your results on the tests

20 pts for Understanding POV essay-interviewing acquaintance to understand her/his different POV

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

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

40 pts (20 ea) Critical Thinking I and II papers using UNT's critical thinking rubric

30 pts self-evaluation essay

30 pts effort uses objective data (i.e., attendance, arrive on time, follow all directions, weekly reflection logs, no personal use of electronic devices, assignments on time, prepared for class, correct submission, etc.)

### Point Deductions

1) If late assignments are turned in within 2 days of due date, **up to half** of the points possible may be earned

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

3) 5 pts for any role that is not evenly balanced across members; up to 20 points

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

5) Assignment points will be reduced for not following instructions on format, submission, and content

6) 5 pts for wearing earbuds, earphones or headphones

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.

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

Feb. 9, Understand POV essay due midnight

Feb. 14, readings #1 with subsequent readings due for class on successive Tuesdays

Feb. 17, 3 weeks of log (9) entries due for professor's detailed feedback (the only substantive comments)

Feb. 23, first evaluation of members' teamwork behavior

Feb. 28, CT-1; Critical Thinking Paper 1 liberal columnist due at midnight

Mar. 9, IAT discussion in class, essay due at midnight

Mar. 23, CT-2; Critical Thinking II evaluation conservative columnist

Apr. 4, last day to drop with W recorded

Apr. 6, second evaluation of members' teamwork behavior in class

Apr. 28, complete cumulative log (all 12 weeks) due for grading

May 2, final evaluations of self and family members using forms

May 9, 5pm self-evaluation essay due

**30 pts; Mandatory Attendance** – and remaining throughout class

Class attendance is **REQUIRED**. Intense involvement and practice are needed to break old habits, develop skills, and get used to using critical thinking 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.

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."

**NOTE:** Across the past 5 semesters, those who spent time on their phones during family discussions 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 of those students received.

### **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 behavior & skills** of each member and the family as a whole via constructive criticism (i.e., coach each member to improve her/his role). It is more process than content focused. The constructive criticism should improve others' skills and family climate. It has no effect on her/his grades. The Coach may interrupt discussions to enforce rules & roles, but will spend more time observing than participating. 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 and constructive criticism to help each family member by describing less than perfect role behavior, emphasizing what each could do to improve in the role (e.g., how to be a better leader). This verbal constructive feedback is necessary to help people improve.
  - 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** of task consideration by ensuring all members 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, reflecting everyone's input. S/he ensures nobody dominates the discussion, nobody is ignored and the family stays on task. Ensures everyone knows what (if anything) is due for the next class.
- 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) **Questioner/Devil's Advocate**. This role improves the **quality** of the family's product. Opposing questions and comments improve the quality, depth and breadth of the discussion and task performance. By asking questions, pointing out alternatives, or arguing against ideas discussed, s/he encourages the family to think outside the box. This role ensures consideration of as many different perspectives as possible. Questioners may encourage alternative 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 the points you receive will be primarily determined by the average given to you by your family members. You will be given forms for these ratings. Response biases must not be evident (e.g., little variation in specific ratings for a specific individual or across individuals). Critical thinking with an absence of response biases will earn up to 5 extra points. Further, as noted above, 5 points will be deducted if critical thinking is not shown. (This effectively results in a 10 pt loss for superficial thinking, bias, or ratings that are not well justified.) Critical thinking 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/characteristics 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



critical thinking and objective analysis are evident in ratings you turn in. In addition to helping the 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 other family members must show critical thinking 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.

**Reflection Homework Log** – cumulative log (in 1 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 type of entry is practice in a different type of critical thinking. Points earned are based on the number and breadth of entries, clarity, depth of thinking, improvement over time, and responsiveness. The amount and quality of thought evident in each entry is critical.

**Required format:** 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 the sections are in chronological order. Near the end of the semester, 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. I will use 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 week 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*** (critical thinking about your family functioning processes & charter). The purpose is to become aware of how we influence each other and are influenced by others in group work and in conversation. Analyze and evaluate how your family functioned and how it could be improved, including such things as: ways was your charter followed and not followed; whether anyone dominated the discussion, how it was done and others' reactions; whether anyone did not participate or contributed the best ideas, the effects of comments on others, etc. Note how well everyone stayed on topic until task completion and what caused the family to stay on or go off track (as all families do sometimes). What behaviors or comments encouraged and discouraged participation? What increases and decreases 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.

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 something 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 guess 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 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.

3) ***ETHICAL REASONING*** (critical thinking 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.

Choose 3 of these issues: Should recreational marijuana use be legal? Should white privilege be accepted & understood as contributing to discrimination against Latino and African Americans? 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. 3 (reasons to agree), 10 (reasons to disagree) & 17 (evaluate reasons and make a conclusion). Issue 2 due Feb. 24, Mar. 3 & 9. Issue 3 due Mar 24, 31 & Apr. 7. Issue 4 (not from list) due Apr. 14, 21, & 28.

### **20 pts: Understanding Other POV Essay**

This assignment is to experience the difficulty of being objective, open-minded and flexible in your thinking. Find an acquaintance (NOT a friend, roommate, member of this class, family member, etc.) that you know thinks very different than you do on some social issue. S/he should have an opinion, belief, attitude, or set of beliefs that are the opposite of what you think in some fundamental way (e.g., religion, race/ethnicity issues, etc.). Possible examples would be 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. Ask her/him to explain what s/he thinks and why s/he thinks that, then talk to her/him about those differences -- not to convince or change her/him, but rather to understand the differences. Feel free to explain that this is for a class assignment. Then write a 750-1000 word essay describing the experience. 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.

### **Critical Thinking I and II (CT I & II Papers) – 20pts each**

The opinion editorial (op-ed) columns you will analyze will have been published after Dec. 1, 2016. An op-ed column is an essay giving the author's opinion supported by facts and examples. Do not use a blog or anything else that does not have the support of a major reliable news source. Acceptable sources are papers like the Washington Post, NY Times, Wall Street Journal, Huffington Post, Newsweek, Time, Daily Beast, Weekly Standard, etc. You will be given a list of acceptable op-ed authors. CT-I will be an opinion column written by a **liberal** reporters. CT-2 will be an opinion column written by a **conservative** reporters.

**Required Format:** The papers are not essays like a typical class paper. There will be 5 labeled subsections corresponding to the 5 sections of the Critical Thinking Rubric (Introduction, Evidence, Context, Argument, Conclusion). Within each section describe how effective the author was. For example, to earn 4 points for the Evidence section of your paper a) describe the evidence that is presented by the author and b) analyze and evaluate the accuracy, relevance and completeness of that evidence. Only 1 point would be earned for Evidence if you simply report her/his evidence and accept or reject it with no or minimal justification evident in your writing. Be sure to include the URL and the actual column you evaluated.

### **20 pts; Implicit Associations Test Essay -**

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 choose 2 tests to take. Completion of the tests, results of the tests, and your essay evaluating the experience will likely take you outside your comfort zone. The 500-750 word essay should address issues including: What were the results? What did you learn about yourself? How do the results compare with what you think you know about yourself (e.g., what was surprising, what was as you would expect)? What effect do the results have on the way you think about yourself and why? What does the experience imply about the culture?

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

This essay will be 1000-1300 words. Use critical thinking 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** 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

Juniors and seniors had sufficient college experience to judge the kinds of behaviors by other students that they disliked, were annoyed by and considered disruptive using the critical incident technique to describe 2 incidents that negatively influenced their experience. Useful for class because these things will likely affect the ratings family members give each other. Consider the behaviors for your family rules.

1. 36.9% of the incidents were students having side discussions  
6.47 on scale of 1 (rare) to 10 (frequent)  
6.78 on a scale of 1 (minor) to 10 (major) disruption
2. 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.  
6.49 on scale of 1 (rare) to 10 (frequent)  
5.86 on a scale of 1 (minor) to 10 (major) disruption
3. 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.  
5.75 on scale of 1 (rare) to 10 (frequent)  
7.30 on a scale of 1 (minor) to 10 (major) disruption
4. 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.  
5.34 on scale of 1 (rare) to 10 (frequent)  
6.41 on a scale of 1 (minor) to 10 (major) disruption
5. 6.9% Proximity Issues  
For example, tapping pens, fidgeting (moving around, not staying still), eating food (crunching sounds, smell), body smells (perfumes, body odor), territorial issues (spreading out books, invasion of space), people being sick (coughing, sniffing).  
7.10 on scale of 1 (rare) to 10 (frequent)  
6.32 on a scale of 1 (minor) to 10 (major) disruption
6. 3.2% Miscellaneous Issues  
For example, bringing a child or pet to class, group project issues, cheating, bullying, public display of affection, reading.  
6.21 on scale of 1 (rare) to 10 (frequent)  
7.43 on a scale of 1 (minor) to 10 (major) disruption

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 (e.g., cut off fingers, drag students out).

#### **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.