**COURSE INFORMATION**

SOCIAL STRATIFICATION SOCI 3330/900 (online only)

FALL 2020

Credit Hours 3

**Professor / Instructor of Record / Course Delivered by:** Dr. Matthew Painter (he/him/his)

**UNT E-mail:** matthew.painter@unt.edu

Please allow up to 24 hours for a response. I usually check & respond to my email during the 4 o’clock hour during the work week. If you email me over the weekend, please expect a reply on Monday.

**Virtual Office Hours:** 4:00-5:00 on Mondays, Tuesdays and Thursdays. If these days/times don’t work, we can schedule an appointment.

**Course designed by:** Dr. Milan Zafirovski[[1]](#footnote-1)

**Graduate Teaching Assistant:** Mr. Curtis Joseph (he/him/his)

**UNT E-mail:** curtis.joseph@unt.edu

Please allow 24 hours for a response. In lieu of traditional office hours, Mr. Joseph will attempt to respond to student emails received during the work day within a couple of hours. **Therefore, for a quicker response, please email Mr. Joseph first.** Emails received after the work day or on holidays/weekends can expect a response the following work day.

**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Pre-requisites: None

Instructor permissions: Not required

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

Martin Marger*. Social Inequality: Patterns and Processes*. McGraw Hill. Last (6th) edition. ISBN 9780078026935



**Course Description**

Description of general content of the course. This is an undergraduate Internet-based introductory course dealing with social stratification—i.e. vertical societal differentiation or hierarchical inequality in society. The course analyzes the causes, processes and patterns of social inequality in its various forms. Emphasis is placed on the economic, political, ethnic/racial and other forms of social inequality, as manifested in socially conditioned and patterned differentials and inequities in terms of class, power, and status. While taking into due consideration the observation about the ubiquity of social inequality across human society and over historical time, the course centers its attention on the United States and other comparable contemporary societies. This course applies a thorough comparative-historical perspective on social stratification, by comparing and contrasting the United States and other developed societies over time.

Instructional methods. In general, the course combines sociological methods and concepts with empirical observations and facts to objectively examine issues of social inequality, for example, poverty, wealth/income disparities, political inequality, and the like. Sociological methods, concepts, and data are used for the sake of a better understanding and explaining social stratification in contemporary communities and larger societies. Specific instructional methods include online lectures presenting main sociological concepts and empirical facts of social stratification through course outlines, online discussions, and the like. The profile and perspective of this course is mostly sociological. Nonetheless, this sociological perspective on social stratification will often be combined with those of other social sciences, especially anthropology, political science and history. In this regard, the course will have a thorough inter-disciplinary orientation, which is necessitated by the (multi-disciplinary) character—economic, political, historical, and cultural--of the subject of social inequality. Given this orientation, the course can be interesting and challenging both for students with majors/minors in sociology and for those majoring in such social sciences as anthropology, history, political science, as well as psychology, economics, business, etc. However, the course is not limited to social-science students, but can also be of interest and use for those in the physical and other sciences, especially biology (e.g. the issue of the role of biological determinants in social inequality and human behavior overall). Preferably, students should possess some elementary preparation in sociology and related social sciences at the introductory level. Given its intermediate character, the course can serve as a stepping-stone for further studies of social stratification on undergraduate as well as graduate levels.

Goals / Rationale of the course. The content of the course will benefit students by helping them better understand and make sense of social stratification in America and other contemporary societies, including real-life, topical, and publicized issues of wealth and income distribution, political power and democracy, opportunity and social mobility, and the like. The course closely relates to the content, primary concepts and principles of sociology which has a long-standing tradition of studying social stratification and related issues. The course will emphasize acquiring and applying a basic scientific and inter-disciplinary type of knowledge by providing the main sociological and related concepts, objective facts (including statistical data), and explanations of social stratification in America and comparable societies. It will also emphasize a specific type of abilities such as comprehending, learn, applying, and connecting (rather than merely memorizing) concepts and facts. The course is organized in a specific sequence through learning modules because these are seen as the most appropriate ways to reach the goals and learning objectives of the course. Each particular course subject or lesson is presented by a learning module. A learning module includes learning objectives to be reached for that particular lesson, lesson content with sub-contents, summary, and assignments for students.

Learning objectives/outcomes. The learning objectives/outcomes for the overall course (also provided for each learning module) are the following:

* students will learn, comprehend, and connect principles, concepts, and empirical facts of social stratification in contemporary society;
* students will be able to analyze, understand, and explain how and why social stratification exists, persists, or changes in society;
* students will be able to relate and compare social stratification to society as a whole, including economy, politics, civil society, and culture;
* students will be able to place and analyze social stratification within a larger comparative-historical and global context by comparing the United States with other contemporary societies;
* students will be able to apply sociological concepts, principles, and methods to better understanding and addressing current issues of social stratification;
* students will be able to increase their capacities and motivations or interests in further studying social stratification and related sociological subjects at undergraduate and graduate levels

**How the Course is Organized**

The course information is organized by using learning modules consisting of learning objectives to be reached, content and sub-contents, summary, and assignments. It is structured by week or part of it such that for each week or part of it a learning module is used.

**What Should Students Do First?**

Students should first, once they have accessed the course, read the syllabus carefully. They should explore Canvas and note important dates. Then, begin!

**How Students Should Proceed Each Week for Class Activities**

Students will be able to access the materials each week in order to successfully complete the course activities, including quizzes, participation in discussions, and other assignments.

**COURSE REQUIREMENTS**

Students will access and follow all course instructions and material found Home/Modules pages within our CANVAS course. Students will follow and access all online lectures provided within each Module. This course will consist of the following assignments:

**Midterm and Final Exams**: 100 points each

The exams consist of 50 multiple choice questions worth 2 points each. The exams are closed-book and taken individually. The exams will cover the required textbook reading and the content of the online lectures. Complete the exams online by accessing the CANVAS exam tool in Modules. The exams will be timed and grades made available to students following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the CANVAS Helpdesk immediately so that your issue is documented with a helpdesk ticket number.

Failure to take an online exam or quiz, without proper documented justification, during the specified time period (see below) will result in a *zero* (0) score for the missed assignment. If an online exam or quiz is missed with documented justification during the specified period, make-up exams/quizzes will be allowed. This applies only to *midterm* exams, *no* final make-up exams will be given after the specified time period. Therefore, *no* incompletes will be given in case of a failure to take an exam during the specified time period without documented justification. Exams *cannot* be retaken or continued either online or in person because of ‘bad’ Internet connection and other computer ‘problems’. It is students’ responsibility to have a proper Internet connection and computer. Online computer-generated exam scores are final and *cannot* be changed by professor under any circumstances (just as SAT or GRE scores cannot be changed). Each exam may be taken only ONCE (in one attempt), and any attempts to take the exam again will be an act of academic dishonesty and pursued accordingly. Exams must be taken by each student *individually* and independently of other students, and not in groups and collaboratively; if it is determined that an online exam is taken in groups and collaboratively, this will be treated as academic dishonesty and pursued accordingly. There is no ‘curving’ of exam scores. The only basis for dispensing credits/grades is objective performance and merit. This ensures maximum fairness in grading. It is students’ own responsibility for class notes, outlines, announcements, etc.

Technical instructions (from UNT CLEAR): Avoid using a wireless connection for exams unless one is certain of its reliability. Take exams using a supported web browser on a computer or laptop rather than using an iPad. If using an iPad, the Chrome browser is recommended. Contact the UIT Helpdesk at 940-565-2324 for assistance in the event of technical problems affecting the ability to access or complete a test.

**Quizzes: 48 points**, 4 points each for 13 total quizzes (the lowest quiz score will be dropped)

Each quiz has 4 multiple choice questions with 1 point for each question/correct answer. You may take a quiz twice, the highest score will count. Quizzes are due by Saturday at midnight, central, for each week/unit of the course.

**Discussion Forums: 120 points**, 10 points each for 13 totalweekly discussion posts (the lowest 1 discussion post will be dropped)

The discussion forums are primarily related to the textbook readings and students are encouraged to connect the material to “real world” events. Upon completion or near completion of the assigned readings, students are expected to engage in an ongoing discussion/debate with learning community peers.

Students should:

* make an original post (responses to others’ count),
* that constitutes 1 (one) well-developed paragraph (4 full, elaborated sentences can be used as a guide),
* that is clearly grounded in the textbook,
* and (if applicable and/or desired) connects to “real world” events and examples.

The point of the Discussion Forums is to engage with the material in a good-faith manner, demonstrating that students have read, understood, and applied the material. Therefore, the Discussion Forums will be evaluated on whether students have fully embraced this approach and will be scored as follows: ten (10) to nine (9) points for excellent work, eight (8) points for good work, seven (7) points for fair work, and six (6) points for marginal work (see “Course Grade Guidance” below). Discussion posts containing unacceptable work will be marked with a zero (0). Discussion posts are due by Saturday at midnight, central, for each week/unit of the course.

**Movie Review: 100 points**

Students will select one (1) movie of their choosing to review. Instructions for the movie review are appended at the end of this syllabus. Movie reviews should be no more than five (5) pages. Movie reviews are due by **Thursday**, Dec. 10, at midnight, central, of Finals Week.

**TOTAL COURSE POINTS POSSIBLE:** 468

**Grading Scale**

422+ = **A (90%+ of all points)**

375-421 = **B (80% to 89.99%)**

328-374 = **C (70% to 79.99%)**

281-327 = **D (60% to 69.99%)**

280 or less = **F (less than 60%)**

**Course Grade Guidance**

For the written work in this course, it may be helpful to think of your work as graded along a continuum, ranging from excellent to unacceptable work. Below are broad comments that provide insight into the grading of written work in this course.

**A range Excellent work**. Demonstrates superior ability to creatively and appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions.

**B range Good work**. Demonstrates good organization and expression of ideas. Provides a solid response to all assigned questions.

**C range Fair work**. Demonstrates moderate skill in organization and expression of ideas. Provides an acceptable response to all assigned questions.

**D**–**F range Marginal to Unacceptable work**. Demonstrates little to no clear ability to organize and express ideas in an understandable manner. Provides an incomplete response to some or all of the assigned questions.

**Missed Assignments**

Early exams are not available; late assignments/exams necessitate an Excused Absence. Please review UNT’s attendance policy, below. Obtaining an Excused Absence and the completion of late assignments/exams must be done within one (1) week of the scheduled assignment/exam. Because students have an entire week to take the quiz and post a discussion topic, late work will not be accepted. Further, because students have all semester to complete the Movie Review and final grades are due the Monday after Finals Week, no late work will be accepted.

**COURSE SCHEDULE**

**August 24-28 (Week 1)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 1
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

 **August 31-September 4 (Week 2)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 2
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**September 7-11 (Week 3)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 3
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**September 14-18 (Week 4)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 4
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**September 21-25 (Week 5)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 5
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**September 28-October 2 (Week 6)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 6
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**October 5-9 (Week 7)**

* Assignments:
	+ Review for the Midterm Exam
	+ Work on Movie Review
	+ Take Midterm Exam (due by midnight on Saturday)

**October 12-16 (Week 8)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 7
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**October 19-23 (Week 9)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 8
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**October 26-30 (Week 10)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 9
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**November 2-6 (Week 11)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 10
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**November 9-13 (Week 12)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 10
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**November 16-20 (Week 13)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 11
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**November 23-25 (Week 14)**

* Assignments:
	+ Read & understand Chapter Outline
	+ Read Chapter 12
	+ Listen to & take notes on lecture
	+ Take Quiz (due by midnight on Saturday)
	+ Post to Discussion Topic (due by midnight on Saturday)

**November 30-December 4 (Week 15)**

* Assignments:
	+ Review for the Final Exam
	+ Take Final Exam (due by midnight on **Friday, Dec. 11th**)
	+ Write, Revise, & Turn in Movie Review (due by midnight on **Thursday, Dec. 10th**)

**CHANGES**

\*Please not that this syllabus and its contents (including assignments, due dates, etc.) are subject to change.

**Movie Review Guidelines**

Movies are a valuable source of data for understanding the social world as they provide insight into particular social and historical contexts. For instance, while *Django Unchained* is a work of fiction, it – at least from Quentin Tarantino’s perspective – illustrates racial dynamics between whites and blacks and offers a glimpse of the routinized and normalized violence that took place in and around slave-holding plantations. In a course on social inequality, we can use movies to highlight patterns of social stratification, uncover power dynamics, and explore (particularly with documentaries) areas of social life we might not otherwise come into contact with.

For this assignment, students will select a movie of their choosing that addresses social inequality and/or social stratification. Students will watch this movie and write a movie review. The movie constitutes the “data” for this assignment; therefore, students should use ample examples to provide support for their arguments and/or observations. Effective examples include pieces of dialogue, descriptions of crucial interactions and/or events, descriptions of important places, etc.

The movie review consists of two sections: the first is a brief summary of the movie and the second is an analytical exposition. The first section should comprise no more than a well-developed paragraph and should highlight the sociological significance of the movie.

**In the first section**, students should assume that I have seen their movie and briefly provide a summary that will remind me of important background information, key plot points, etc. The main point of this first section is for students to orient me to their sociological issue. Students should then cleanly transition to the second section.

**The second section** – the analytical exposition – constitutes the rest of the assignment. Students should clearly explain how their movie discusses social inequality and/or social stratification. The kinds of issues students should address include:

* What aspect of social inequality and/or social stratification is depicted in the movie?
	+ Be sure to draw on your course readings to help develop your answer.
* How does the movie reflect its social and/or historical context?
	+ What can we learn (at least from the director’s perspective) about social conditions in a particular time and place?
* How does the movie distort social reality?
	+ How does this distortion draw attention to social stratification and/or social inequality?
* To what degree does the movie shed light on common or universal social and human problems?
* To what degree does the movie provide evidence for or against sociological theory and research?

NOTE: It is most important that students “see beyond the obvious” in their movie and bring this/these aspect(s) out in their reviews. Sociology is (in part) about discovering what is non-obvious or surprising about social life. As students watch their movies, they need to think sociologically (i.e., use their sociological imagination) in order see beyond what the move is ostensibly about and uncover the underlying sociological explanation(s).

**TECHNICAL REQUIREMENTS**

* Sufficient Internet connection
* Headset/Microphone (if students would like to chat)
* MS Word
* Other related hardware or software necessary for the course

**Technical 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>

Hardware and software necessary to use CANVAS: <https://clear.unt.edu/supported-technologies/canvas>

Browser requirements: <https://clear.unt.edu/supported-technologies/canvas/requirements>

**Minimum Technical Skills Needed:**

Examples include:

* Using the learning management system
* Using email with attachments
* Creating and submitting files in MS Word format (or as a PDF)
* Copying and pasting
* Downloading and installing software
* Using spreadsheet programs

**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://clear.unt.edu/home

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**

As a student, you will have access to:

* Student Orientation via CANVAS. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
* CANVAS’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
* From within CANVAS, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

**Student Technical Support**

The University of North Texas 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 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

**Student Behavior / Rules of Engagement**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu/)

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.
* See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

**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. The time frame for completing SPOT evaluations will be announced at a later date. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

**UNT POLICIES**

**Attendance Policy**This course will follow UNT’s attendance policy: <https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf>

Students are expected to complete the assignments in this course, which will constitute attendance.

### **COVID-19 Impact on Attendance**

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

### **Statement on Face Covering**

Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

### **Academic Integrity Policy**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### **ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### **Access to Information - Eagle Connect**

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### **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](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

*University of North Texas Compliance*

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### **Use of Student Work**

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

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

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Academic Support & Student Services

### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

#### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### Additional Student Support Services

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)
1. This course was designed by Dr. Milan Zafirovski. All praise should be directed to Dr. Zafirovski and all complaints for messing up what Dr. Zafirovski made should be directed toward me. [↑](#footnote-ref-1)