Course Syllabus

Meeting Times, Modality, Location
Monday & Wednesday, 10:30 AM – 11:50 AM | Face-to-Face | FRLD 354

Instructor Information

- **Dr. Magdalena G. Grohman** | Clinical Associate Professor | She/her
  When referring to me in person or in email correspondence, please use “Dr. Grohman/Professor Grohman/Professor”. My preferred pronouns are “she/her/hers”, but I prefer that in social situations and within shared physical space (e.g. classroom), my name and title is used over the pronoun. I know it is a bit strange, but this preference is part of my Polish background. So, for example, if you want to refer to my statement or observation, or opinion during the class, please use “Dr. Grohman/Professor Grohman/Professor...”.

- **Office location**: Frisco Landing, #353
  My office is located on the 3rd floor of the Frisco Landing building, in an office suite by the staircase and opposite to Student Services. Please note that this is not a private office, but an open workspace. If you would like to meet to discuss issues requiring privacy, please let me know and we will find a suitable space.

- **Office hours**: Wednesdays & Thursdays between 1:00 PM and 4 PM by appointment (see “How to Succeed” section below).

- **Office phone number**: 972-668-7358
- **Email**: Magdalena.Grohman@unt.edu

Course Description, Structure, and Learning Objectives

Designers use form to shape meaning. This highly interactive course introduces you to the field of design and how designers think. Over the semester, we will look at: design as a practice, design as a process, design as a proposal, and design as a product.

I must confess something to you right at the start… I do not do lectures. I prefer to engage my students in thinking and doing through discussions, demonstrations, and small-scale class projects. Although I may from time to time throw in a mini lecture, you can expect this course to be highly interactive. And if I go all in, I expect you to go all in as well by doing your best, actively participating, and staying engaged in learning.

The course is divided into 3 modules, “Basics”, “Design Thinking”, and “Presentation”, and our bi-weekly meetings will consist of discussions and workshop activities. Such structure will help you to reinforce what you have learned, apply it to the class and course projects, and integrate with other classes.

Upon successful completion of this course, you will:

- Identify key moments in design history.
- Understand, articulate, and execute design processes.
- Create low and medium fidelity design artifacts.
- Produce a robustly designed concept of interaction or object.
- Understand and apply design ethics framework to designs.
Recommended Materials

Recommended Readings
There are no required textbooks for this course, but I will provide excerpts from different books on design and design processes. I do, however, recommend the following books:


Required course materials
- An unlined sketchbook
- Pencils
- A sharpie

Technology requirements for courses with digital materials:
This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

How to Succeed in this Course

One important way to succeed in this course is to take responsibility for asking questions, seeking clarification, and participating in discussions. While I will make every effort to communicate my expectations and to explain assignments clearly, I will depend on you to request clarifications. I encourage you to reach out to me via email or come to see me during my office hours.

Emailing and messaging
When communicating with me via email, please keep in mind that during busy times, my inbox becomes rather full, so if you contact me and do not receive a response within two business days, please send a follow up email. A gentle nudge is always appreciated.

NOTE: The fastest and best way to reach me is through email or MS Teams chat function. For emails, please use your UNT email account.

I also advise you to do the following:

- Be polite and respectful. Refer to your instructor according to how they want to be referred to.
- Pause before hitting “reply to all” if what you want to send is only for me to see.
- In group correspondence/messages, make sure you do not send anything personal about you or others.
- Be clear in subject lines. If the email is critical and needs my immediate attention, please include *important* within the subject line.
- Include your name and course in all correspondence.
- Do not send any sensitive information via e-mail, such as your date of birth, grades, IDs, etc.
- Do not ask me to share grades with you via email.

For tips on effective online communication, please refer to these Online Communication Tips.
Office hours
My goal for you is to become a successful student and a learner for life. And this course is designed in a way to give you multiple opportunities to succeed. These opportunities will only pay off if you work hard on managing your learning process. If you start putting things off, time will run out! But life can happen to anyone, and office hours offer you an opportunity to ask for clarification or find support with understanding class material. So, here are a few pro-tips:

- I can help you if you ask me “what can I do to improve my grade” early in the semester, but not on the last day.
- Visit me during office hours, especially if you have a question or observation that you did not get to make in class. Visit me even if you don’t have questions but want to connect and share your interests.
- Visit me during office hours after each assignment to discuss your grades and to figure out how you can improve.
- If you are having difficulties (in life, class, etc.) talk to me before you get too far in a hole. Everyone has a tough semester.
- Know where my office is and when I have my office hours.

There’s one important thing to consider when visiting with me during my office hours. DMI faculty share a common workspace that may work fine for a chat about your interests, questions regarding coursework, book recommendations, and so on. But it is not a space where we can have a conversation, in which we will share confidential information, for example your grades. Therefore, I propose you consider the following options while planning a meeting with me:

- “Walk-in” – If you just want to touch base, say hi, get a book recommendation, and the like, you do not have to do anything, just Team message me during my office hours so I can let you in you DMI faculty workspace.

For the following meetings, please email me ahead of time, so I can book a space for us to meet or create a meeting on MS Teams. In the subject line use the type of meeting, e.g. “General Advising”.

- “General Advising” – for questions related to your learning, progress or well-being.
- “Graded Assignments Feedback” – for comments, feedback, and advice on any graded assignments.
- “Course Project” – for comments, feedback and advice on your course project.
- “Teamwork Feedback” – for Teams to discuss any questions or issues pertaining to their teamwork.

ADA accommodation statement
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.
Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://deanofstudents.unt.edu/conduct). We are all learning together!

Course Requirements

The design of this course gives you multiple opportunities to succeed. As you read through the assignments, you will notice that their structure allows you to assume control over your learning process through choosing the number of weekly reading assignments you would like to submit (I always create more assignments that we can do over the course of the semester). But having such choice and leeway requires careful planning! So, please be careful that you do not fall into the trap of putting things off, because time will run out. Apart from addressing the learning objectives, assignments in this course will help you develop the following marketable skills:

- Time management
- Writing fluency and proficiency
- Communication and interpersonal skills
- Effective learning strategies
- Creative thinking and problem solving
- Collaborate with peers and partners on projects.

Class Citizenship (min 145 pts., max. 155 pts)

Class attendance and participation are crucial components of learning process, which can only flourish when everybody takes class citizenship seriously. To succeed in this course and to grow professionally, you will want to practice contributing frequently to class discussion (either in the form of comment or questions); exhibiting regular class attendance; arriving promptly to class; avoiding disrupting the class by leaving the room often or excessively; and complying with all course requirements. Moreover, being a good and respectable class citizen not only prepares you for your real job after college, but also helps with processing new information, learning, and retention.

To assess class citizenship, I will observe, note, and give you periodical feedback on:

- planning your time to engage in active learning;
- the quality of your contributions to discussion;
- your active learning and attention; attempts to make deep and meaningful connection;
- your intellectual courage, and willingness to overcome difficulties;
- for making responding respectfully comments made by others;
- Self-evaluate your input in class activities and discussions.

How will it work? At the end of each class period, you will respond to Class Citizen rubric and mark your points on a notecard. You are expected to evaluate your input fairly and realistically. It will be tricky at first, as some students tend to overestimate their input, while the others will underestimate it. After a while, though, you will get a good handle of it. If at any point, I will have questions about your
evaluations, I will reach out to you. As I said before, the discussions and in-class activities are an important aspect of this course, and I expect your attendance and participation.

**Weekly Reading, Watching, Listening Assignments and Quizzes (req. 200 pts., max. 250 pts.)**
To prepare you for discussions in class, and to give you a chance to learn about main concepts in our course from multiple perspectives, I prepared weekly reading, watching, or listening assignments. These assignments will be posted in Perusal and each will require posting comments, and for each you will have to complete a short quiz, with 1-2 open-ended questions. Altogether, there will be about 25 such assignments, and each will be worth 10 pts. I reserve the right here to add or subtract weekly assignments. Please note, that at the beginning of the semester, will may have a reading for each class period, so plan your time well. I suggest you start working on these assignments over the weekend or before your Monday and Wednesday class. The minimum point requirement for Weekly Reading Assignments is 200 points. However, you can always do more, in case you are curious, or you need extra credit points.

**Teamwork (200 pts.)**
Collaboration and teamwork are important components of this course. Learning about Design Thinking Processes is not only about *creating* something new, but also about *managing* the process with a group of people. Therefore, you will be assigned to a team at the beginning of the semester and with that team you will complete a series of Course Project Assignments and Teamwork assignments (like Team Charter, Evaluations, etc.). Teamwork will be assessed periodically throughout the semester and each team will have a minimum of 3 touch point meetings with. The dates will be announced at the end of week 3.

**Course Project (200 pts.)**
Designers have a series of repeatable steps and procedures that make them true professionals, and their processes determine the quality of our products. The Course Project is your opportunity to follow design processes from start to finish and demonstrate your understanding and application of design practices. The course project will be divided into project phases, each phase will be graded separately. You will start with a couple of assignments to do on your own and based on them, you will define with your team the scope of your projects. You will then work on the rest of the Course Project assignments with your team. Altogether, there will be 8 Course Project Assignments that roughly match typical designers’ deliverables: Project Brief, Research Objectives, Research Summary, Most Interesting Options for Solutions, Final Concepts.

**Extra credit**
You can earn extra credit points by completing more than 20 Weekly Reading Assignments.
Assessing Your Work

Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others in your cohort and older cohorts. Maximize your learning by meeting with me on regular basis to go over material that is challenging for you.

<table>
<thead>
<tr>
<th>Points</th>
<th>% of final grade</th>
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<tr>
<td>Class Citizenship (140 out of 150 class periods @ 5 pts. each)</td>
<td>150 ~20 %</td>
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<tr>
<td>Weekly Reading &amp; Quizzes (20 out of 25 @ 10 pts. each)</td>
<td>200 27 %</td>
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<tr>
<td>Teamwork</td>
<td>200 27 %</td>
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<tr>
<td>Course Project</td>
<td>200 27 %</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>745 100%</strong></td>
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Assignment of letter grades is as follows:

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<tr>
<th>Points Earned</th>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>670.5 - 745</td>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>596 - 633</td>
<td>80% - 89%</td>
<td>B</td>
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<tr>
<td>521.5 - 588.5</td>
<td>70% - 79%</td>
<td>C</td>
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<tr>
<td>447 - 514.5</td>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>372.5 - 439.5</td>
<td>50% - 59%</td>
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Tentative Course Schedule

Your learning is my principal focus and concern, therefore this course is always “in the making”. Throughout the semester, I may choose to change the descriptions, readings, timelines, and policies contained in this syllabus to improve the quality of the course. Adequate notice will be provided for any changes. This table provides only a general breakdown of topics and main activities. A more detailed schedule with reading assignments, assessments, project tasks, and due dates will be provided on Canvas in the form of a class schedule for each week and a copy of the Detailed Course Calendar document.

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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
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<td><strong>MODULE 1</strong></td>
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<tr>
<td>Week 1, Aug 21 (A) Aug 23 (B)</td>
<td>A. Introduction to The Course  &lt;br&gt; Complete training assignments in Perusal by Wed, 11:59 pm</td>
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<td></td>
<td>B. Preparation for Teamwork  &lt;br&gt; Complete Reading Assignment #1 in Canvas (Podcasts + Quiz) by Tuesday, 11:59 pm</td>
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<td></td>
<td>Start working on next week: Reading Assignment #2 and #3</td>
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<td>Week 2, Aug 28 (A) Aug 30 (B)</td>
<td>A. What is Design? How did Design Evolve?  &lt;br&gt; Complete Reading Assignment #2 in Perusal (Quiz) by Sunday, 11:59 pm</td>
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<td>B. What is The Value of Design?  &lt;br&gt; Complete Reading Assignment #3 in Perusal (Quiz) by Tuesday, 11:59</td>
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<td>Complete Course Project Assignment #1 “Problematic Thing” by Thursday, 11:59 pm</td>
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<td>Week 3, Sept 4 (A) Sept 6 (B)</td>
<td>A. No Meeting, Labor Day  &lt;br&gt; Complete Reading Assignment #4 in Perusal (Quiz) by Monday, 11:59 pm</td>
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<td>B. Learning from Designers  &lt;br&gt; Complete Reading Assignment #5 in Perusal (Quiz) by Tuesday, 11:59 pm</td>
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<td></td>
<td>Complete Course Project Assignment #1 “Problematic Thing” by Thursday, 11:59 pm</td>
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<td>Week 4, Sept 11 (A) Sept 13 (B)</td>
<td>A. Culturally Relevant, Responsible and Ethical Design  &lt;br&gt; Complete Reading Assignment #6 in Perusal (Quiz) by Sunday, 11:59 pm</td>
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<td>B. What’s Wrong with Those Things?  &lt;br&gt; Complete Course Project Assignment #2 “What’s Wrong with Those Things?” by Thursday, 11:59 pm</td>
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<td></td>
<td>Start working on next week: Reading Assignment #7 and #8; Course Project #3</td>
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<td></td>
<td><strong>MODULE 2</strong></td>
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<td>Week 5, Sept 18 (A) Sept 20 (B)</td>
<td>A. Design Thinking Processes  &lt;br&gt; Complete Reading Assignment #7 in Perusal (Quiz) by Sunday, 11:59 pm</td>
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<td>B. Design Thinking and Noticing Opportunity  &lt;br&gt; Complete Reading Assignment #8 in Perusal (Quiz) by Tuesday, 11:59 pm</td>
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| Week 6, Sept 25 (A)  | Sept 27 (B) | A. Design Thinking and Empathy. Guiding Design Research  
Complete Reading Assignment #9 in Canvas (Video + Quiz) by Sunday, 11:59 pm  
B. Design Thinking and Empathy. Design Research Methods  
Complete Reading Assignment #10 in Perusal (Quiz) by Tuesday, 11:59 pm  
Complete Team Course Project Assignment #4 “Research plan, Interview questions” by Thursday, 11:59 pm  
Start working on next week: Reading Assignment #9 and #10; Course Project #4 |
|---------------------|------------|--------------------------------------------------------------------------------|
| Week 7, Oct 2 (A)   | Oct 4 (B)  | A. Empathy and Tools to Guide Understanding: Maps  
Complete Reading Assignment #11 (TBD) (Quiz) by Sunday, 11:59 pm  
B. Empathy and Tools to Guide Understanding: Persona  
Complete Reading Assignment #12 (TBD) (Quiz) by Tuesday, 11:59 pm  
Start working on next week: Reading Assignment #11 and #12; Course Project Assignment #5 |
| Week 8, Oct 9 (A)   | Oct 11 (B) | A. Presenting Research Findings and Framing the Problem  
Complete Reading Assignment #13 (TBD) (Quiz) by Sunday, 11:59 pm  
B. Presenting Research Findings and Framing the Problem  
Complete Reading Assignment #14 (TBD) (Quiz) by Tuesday, 11:59 pm  
Complete Teams Course Project Assignments #5: “Preparing research report with main problem the design attempts to answer (include maps, personas)”  
Complete and upload by Thursday, 11:59 pm  
Start working on next week: Reading Assignment 15# and 16# |
| Week 9, Oct 16 (A)  | Oct 18 (B) | A. Heartbeat of Design Thinking Process: Divergence and Convergence  
Complete Reading Assignment #15 (TBD) (Quiz) by Sunday, 11:59 pm  
B. A. Heartbeat of Design Thinking Process: Divergence and Convergence  
Complete Reading Assignment #16 (TBD) (Quiz) by Tuesday, 11:59 pm  
Start working on next week: reading Assignment 17# and 18#; Course Project: Start documenting ideas, prepare for Course Project Assignment #6 |
| Week 10, Oct 23 (A) | Oct 25 (B) | A. Prioritize and Select Ideas  
Complete Reading Assignment #17 (TBD) (Quiz) by Sunday, 11:59 pm  
B. Prioritize and Select Ideas  
Complete Reading Assignment #18 (TBD) (Quiz) by Tuesday, 11:59 pm  
Complete Teams Course Project Assignment #6: “Course Project: report on selected ideas with explanation”  
Complete and upload by Thursday, 11:59 pm |
| Week 11, Oct 30 (A)  
<table>
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<th>Nov 1 (B)</th>
<th>Start working on next week: Reading Assignment 19# and 20#, Course Project: selected ideas prepared to bring to classes</th>
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| | A. From Ideas to Rough Prototypes  
| | Complete Reading Assignment # 19 (TBD) (Quiz) by Sunday, 11:59 pm |
| | B. Testing and Refining Rough Prototypes  
| | Complete Reading Assignment #20 (TBD) (Quiz) by Tuesday, 11:59 pm |
| | Start working on next week: Reading Assignment #21 and #22; keep documenting prototyping and testing sessions |
| Week 12, Nov 6 (A)  
| Nov 8 (B) | A. From Rough Prototypes to Clear Concept  
| | Complete Reading Assignment # 21 (TBD) (Quiz) by Sunday, 11:59 pm |
| | B. Testing and Refining Concept  
| | Complete Reading Assignment #22 (TBD) (Quiz) by Tuesday, 11:59 pm |
| | Start working on next week: Reading Assignment #23 and #24; keep documenting prototyping and testing session, start preparing for Course Project Assignment #7 |
| Week 13, Nov 13 (A)  
| Nov 15 (B) | A. Final Concept Test and Feedback  
| | Complete Reading Assignment # 23 (TBD) (Quiz) by Sunday, 11:59 pm |
| | B. Final Concept Test and Feedback  
<p>| | Complete Reading Assignment #24 (TBD) (Quiz) by Tuesday, 11:59 pm |
| | Compete Teams Course Project Assignment #7: “Report on Final Concept(s) Complete and upload by Sunday after THG, 11:59 pm |
| | Start working on next week: Reading Assignment #25 and #26; Work on Course Project Assignment #7 |</p>
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<th>Nov 20 – Nov 26</th>
<th>Thanksgiving Break, No class</th>
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**MODULE 3**

| Week 14, Nov 27 (A)  
| Nov 29 (B) | A. Working on Presentation: Storytelling  
| | Complete Reading Assignment # 25 (TBD) (Quiz) by Sunday, 11:59 pm |
| | B. Working on Presentation: Storytelling  
| | Complete Reading Assignment #26 (TBD) (Quiz) by Tuesday, 11:59 pm |
| | Start working on next week: Keep working on presentation and Course Project Assignment #8 |
| Week 15, Dec 4 (A)  
| Dec 6 (B) | A. Working on Presentations  
| | B. Working on Presentations |
| | Compete Teams Course Project Assignment #8: “Final Report on Final Concept” Complete and upload by Sunday after THG, 11:59 pm |
| | Start working on next week: Course Project Final presentation |
| Week 16, Dec 11 (A)  
| Dec 13 (B) | A. Final Presentation Dry Run  
| | B. Final Presentations Day |
| Finals Week | Presentations (just in case we need more time) |
Course and UNT Policies

**Attendance, Participation, and Tardiness**
A central part of this course is a discussion, during which you have an opportunity to clarify, expand upon, apply, and challenge what you have read in the assigned texts. We will also frequently cover content not found in the textbook and other reading materials. Class time will be divided into lecture, discussion, and other structured activities, so contributing to class activities and discussions is crucial and highly beneficial. If it helps, think about your class participation as an important indication of your commitment and professionalism—skills that professors can, and often do, comment on in their letters of recommendations. Attendance and class participation are also critical parts of your success in this course.

Because participation will be assessed using small group activities, you must come to class on time and be prepared to discuss the day’s topics. Avoiding participation by not attending classes or not completing the class activities handouts will result in losing participation points.

There are no excused absences, because the course structure allows for flexibility in the event of illness, religious holiday, etc. Thus, if you miss one or two classes for any reason, your overall grade is unlikely to be affected. But, if you miss three or more classes for any reason, your overall grade will be affected. Note that if you miss five or more classes, no points for participation may be earned.

**Make-up Exams**
Quizzes are linked to Reading Assignments and you can complete between 20 and 25 of such assignments. Because only 20 are required, whatever you complete above that number, serves as your “make-up exam”. Therefore, no other make-up opportunities will be given.

**Late Work**
I encourage you to turn in your assignments on time. This way I guarantee you timely feedback and time for revisions. Everybody in class will have a chance to submit late work TWICE during the semester, but I will not accept ANY late work past the last chance day, which is every Saturday of each instruction week at 11:59 PM. Please be sure to verify that every assignment you submit can be viewed in Canvas.

I recommend that you plan to complete each assignment well in advance of the day it is due. This is a valuable habit for everyone to develop—again a sign of commitment and professionalism. Planning to complete assignments just in time for a due date does not give you flexibility if a crisis arises. Life happens to all of us, so planning to complete assignments ahead of time allows you to adapt to unexpected circumstances and make it far more likely that you will be successful.

**Classroom expectations**
You are expected to have read the assignments before class, and it would be to your benefit to also read them again after class. You are expected to bring a copy of assigned readings for each day’s class and have them available to refer to. You are expected to listen respectfully to the professor and your fellow students and participate in class discussions and activities. You are expected to listen to and interact with each other in a respectful manner. Malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Because this class is very diverse, you will have different values, beliefs, and opinions from each other. You are expected to maintain open minds to differences among yourselves. You may argue with others who hold opinions different from your own, but you must always maintain respect for all students. This pertains to all forms of communication in our course: discussions in the classroom, discussion boards, and chats. Clear failure to abide by these expectations will result in you being asked to leave the classroom and being counted absent for the day.

I would like to emphasize one more time that I expect your active engagement and participation in our classes. For you to learn anything in this class, you have to be actively engaged and participate in class discussions and activities. If something is getting in the way of you participating in class, please let me know.

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

**AI Writing Tools**
The use of generative AI writing tools (such as ChatGPT, GrammarlyGO, GPT-3, GPT-4, BERT, or others) is prohibited in this class. Assignments for the course have been designed to help you develop as a writer without the use of these technologies. You will generate ideas, read, revise, and write on your own and/or in consultation with peers, me, or Writing Center tutors, and you will not use AI at any stage of your writing process. You are the author of your work for the course and authorship means you take responsibility for your words and claims. Any use of AI
technologies in your work will be considered a violation of UNT’s academic integrity policy and addressed accordingly. *Statement composed by Annette Vee, under CC-BY-NC (Creative Commons By-Noncommercial license).

Students are responsible for authenticating any assignments submitted to an instructor. If asked, you must be able to produce proof that the assignments you submitted are your work. Therefore, we recommend that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, retain Writing Center receipts, keep logs or journals of your work on assignments and papers, and save work and drafts on a disk or cd. The inability to authenticate your work, should an instructor request it, is sufficient grounds for failing the assignment. In addition to requiring a student to authenticate their work, the instructor may employ various other means of ascertaining authenticity through engaging in internet searches, creating quizzes based on student work, requiring students to explain their work and process orally. Academic Integrity Policy (PDF)


**ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact ODA by phone at (940) 565-4323. If you need temporary accommodations for illness or extended situations, below is the link for the SOS (Seeking Options And Solutions) team at Student Services: https://cm.maxient.com/reportingform.php?UnivofNorthTexas&layout_id=23.

You can also go to the Dean of Student Services page: https://studentaffairs.unt.edu/dean-of-students, then scroll down to the “Quick Link” for “SOS.”

**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 Blackboard for contingency plans for covering course materials. II. Optional Statements.

**Retention of Student Records.**

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

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be
tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, 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 on the UNT Policy Page.

**Access to Information**

Students’ access point for business and academic services at UNT is located at: [http://my.unt.edu](http://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)).

**Student Evaluation Administration Dates.**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website ([http://spot.unt.edu](http://spot.unt.edu)) or email spot@unt.edu.

**Sexual Assault Prevention**

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

**Additional Online Delivery Policies**

**Important Notice for F-1 Students taking Distance Education Courses**

(link to policy)

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, they 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.

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
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 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.

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.

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.

Class Recordings, Sharing Course Content & Student Likenesses
Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form, nor may students record any portion of the class without written ODA accommodations or professor express permission. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Getting Help

Technical Assistance:
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

Frisco: call main # 972.668.7100 and ask to be transferred to IT.
UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
- Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services
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)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)

Frisco has some of these groups and services, too. Check with me.

**Academic Support Services**

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)

**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.

**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 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?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?