



Course Snapshot

Web-Based Information Technologies BCIS 4720 001

Term: 2026 Fall

Modality: In Person

Meeting Information: M, 02:25PM-05:15PM, BLB 250

Instructor Information

Name: Melody White

Preferred Name: Dr. White

UNT Email Address: Melody.White@unt.edu

Office Hours and Location

Mondays, 1:00 p.m. to 2:00 p.m. or by appointment

Office or Department Phone Number: BLB 394D

Preferred Contact Method: Email

Expected Response Time: Students are required to use my UNT email address (melody.white@unt.edu) as their primary means of contact. I will attempt to respond within 24 business hours. Business hours are 9:00 a.m. to 5:00 p.m. If you send an email after those hours, the 24 hours begin the next business day. Remind is also available for sending me text messages. I will also return text messages during business hours. Be sure to include your class, BCIS 4720, along with the time of your class in the subject line. You can text me at (972) 460-6059.

Course Description

4720. Web-Based Information Technologies. 3 hours. Provides tools, skills, and an understanding of technology, business concepts and issues that surround the use of web-based information systems. In addition to acquiring basic skills for development of web-based information systems, the student develops an understanding of the current practices and opportunities in electronic publishing, electronic shopping, electronic distribution, and electronic collaboration. The student also explores several of the problem areas in electronic commerce such as

security (authentication, privacy), encryption, safeguarding of intellectual property rights, acceptable use policies, and legal liabilities.

Prerequisite(s) : BCIS 3630 (with a grade of B or better). 2.7 UNT GPA (2.7 transfer GPA if no courses taken at UNT); a grade of C or better in each other previously taken BCIS course, or consent of department.

Course Structure

This course meets once per week, on Mondays, and is delivered face-to-face. If we ever need to meet remotely, the instructor will inform you of any remote sessions in advance through an announcement on the course Canvas site. Unless you are specifically notified otherwise, you should assume the course will meet face-to-face on campus.

The semester blends hands-on lab work with a reading and discussion component. In our weekly meetings, you will build a working web application step by step, moving from setup and page design through user authentication and full database functionality (create, read, update, and delete). Alongside the technical build, we read *The Phoenix Project* and use it to connect what you are building to how information technology actually functions inside an organization. Some weeks are lecture and discussion, and some weeks are lab time, because parts of the project take longer to work through together. Please bring your laptop to every class.

Instructor Welcome and Course Orientation

Welcome to BCIS 4720!

Welcome to Web-Based Information Technologies. I am glad you are here. This is a hands-on, end-product course. Over the semester, you will build a working web application from the ground up, moving from page design and styling through user authentication and full database functionality (create, read, update, and delete). By the end, you will have built something real, not just read about it.

This is not a beginner's course, and it is not only about writing code. Alongside the build, we read *The Phoenix Project*, a novel about an IT organization in crisis, and use it to connect the technical work you are doing to how information technology actually functions inside a business: how work flows, where it gets stuck, how teams recover from failure, and why the way IT is managed can make or break a company. My goal is for you to leave able to both build web-based systems and reason about the organizations they live in.

You will get the most out of this course by experimenting, starting project work early, and asking questions as soon as something is unclear. Please bring your laptop to every class, and please reach out anytime. I am looking forward to working with you this semester.

Meet Your Instructor

I am Dr. Melody White, faculty in the Department of Information Technology and Decision Sciences here at UNT. Before I moved into academia, I spent time in industry, first as a programmer and then as a switch engineer. That background shapes how I teach: I know what it is

like to write code that has to actually work in the real world, and I want to help you build that same practical confidence.

When I am not teaching, you will usually find me on the soccer field, listening to music, or watching a good movie. I also love being outdoors and have a real soft spot for flowers and the natural world. I mention all of this because I want you to see me as a person, not just an email address, so please do not hesitate to reach out, whether it is about the course or just to say hello.

The best way to reach me is my UNT email (melody.white@unt.edu). Please put BCIS 4720 and your class time in the subject line. I respond within 24 business hours on weekdays. My office is BLB 394D, and office hours are Mondays 1:00 to 2:00 pm, plus by appointment; I am flexible during the week, so reach out, and we will find a time. Email remains the required primary channel.

My Teaching Approach

I believe that the courses you take as a UNT student are the bridge from the relatively safe world of academia to the more rigorous world of your professional career. So I ask you to treat this course the way you would treat a role in an organization. As a future information systems professional, you may one day design systems that meaningfully affect the lives and livelihoods of the people who use them, and now is the time to start recognizing that impact.

Now is also the time to make mistakes, as they can be corrected at no cost to your career. My job is to be as thorough as possible in critiquing your work so I can point out anything that might cause you trouble down the road, while avoiding excessive criticism as you learn. That does not mean an automatic A for effort; it means you will be assessed fairly and equitably, and you will always get constructive guidance on how to improve.

To get there, this course blends textbook and reading material with hands-on work that tests your grasp of concepts, technical skills, critical thinking, and creativity. I will not always spell out every step in an assignment. Instead, I will give you guidelines and challenge you to think carefully about your own design and implementation decisions, because developing that judgment now prepares you for a workplace that never stops changing.

Learning Outcomes and Alignment

Upon completing this course, students will be able to:

- (1) Describe the Internet and the core web technologies used to build and deliver web-based information systems.
- (2) Build functional web pages and a working web application, including styling, a shared page layout, and user authentication.
- (3) Design and implement full database functionality (create, read, update, and delete) within a web application.

- (4) Design and build a prototype web-based system for an organization, working as part of a project team.
- (5) Specify the requirements for adding web-based and e-commerce capabilities within a company.
- (6) Explain the interplay among the technology, managerial, and policy issues that shape web-based information systems.
- (7) Explain how information technology work flows through an organization and identify where and why it breaks down, drawing on The Phoenix Project.
- (8) Apply core principles of effective IT operations (flow, feedback, and continual learning and experimentation) to reason about improving delivery and reliability.
- (9) Explain policy and security issues, including privacy, authentication, intellectual property rights, and acceptable use, as they relate to web-based systems and e-commerce.

These outcomes are developed and assessed through the individual web-development assignments, the team project (culminating in the final group project), the five Phoenix Project reading quizzes, and the comprehensive final exam.

Course Materials

The Phoenix Project: A Novel about IT, DevOps, and Helping Your Business Win

Authors: Gene Kim, Kevin Behr, George Spafford

Publisher: IT Revolution Press

Notes

Required text. We read this across the semester, and the five reading quizzes are based on it. Any edition is fine.

Recommended Materials

Information Systems for Business and Beyond (2019)

Authors: David T. Bourgeois (editor)

Notes

Free open textbook, licensed Creative Commons CC BY-NC 4.0. We use selected chapters. Read online for free at the link below.

URL: <https://opentextbook.site/informationssystemsbeyond2019/>

Course-Specific Technology

Please make sure you have access to each of the following early in the semester so you are ready to participate.

Computer and reliable internet access. You will need a dependable computer and internet connection for class, the project work, assignments, quizzes, and the online final exam. Please bring your laptop to every class.

Canvas. Canvas is our primary channel for the course. All materials, announcements, assignments, quizzes, and grades are posted there, so plan to check it several times a week. Canvas technical requirements are at <https://clear.unt.edu/supported-technologies/canvas/requirements>.

Respondus LockDown Browser. The five reading quizzes and the final exam are taken in Canvas using Respondus LockDown Browser, a secure browser that restricts access to other websites, tabs, and applications during the assessment. Please install it in advance and confirm it works before the first quiz. This course uses LockDown Browser only; a webcam and Respondus Monitor are only required for the final exam.

Web development environment. You will build the course web application using the department's web development tools. Access details, including any Citrix or remote lab setup, are posted in Canvas. We also use Visual Studio (not VS Code).

Technical help. If you run into technology trouble, the UNT Student Help Desk can help with Canvas and other issues: helpdesk@unt.edu, 940-565-2324, Sage Hall Room 130.

Major Assignments and Assessments

Your grade is based on individual project work, teamwork, reading quizzes, and a final exam. All assignments are submitted through Canvas, and the details for each are posted there. Unless an assignment is designated as group work, it must be completed individually and be your own original effort.

Individual Assignments (25%). The individual steps of the web-application build, completed on your own: page design with CSS and a master page, a challenge and response authentication page, and reading from, writing to, updating, and deleting from a database. Together, these build your hands-on web development skills.

Group Assignments (15%). Team deliverables that support the semester project, including the team business plan, design documentation, and progress reports. Every member is expected to contribute meaningfully.

Final Group Project (25%). Your team's complete web-based (e-commerce) application with full create, read, update, and delete functionality. This is the culminating deliverable that ties the individual skills together into a working system.

Reading Quizzes (10%). Five quizzes on The Phoenix Project, spread across the semester and taken in Canvas with Respondus LockDown Browser. You may read ahead and take them early.

Final Exam (15%). A comprehensive exam taken in Canvas with Respondus LockDown Browser at the end of the term.

Other Assignments (10%). A varying mix of smaller activities that keep you engaged with the material between larger deliverables, for example, mapping your drive to get set up and short applied exercises.

Group Work Expectations. Group work is a shared responsibility. Every member is expected to contribute meaningfully, communicate with teammates, meet the team's internal deadlines, and treat one another professionally. Document your authorship of everything you create; if there is no written record of your contribution to the team's work, you may receive no credit for that part of the project.

Research Experience Program

unt-cob.sona-systems.com

cob.unt.edu/research/research-experience-program

The Research Experience Program at the RCoB allows faculty and PhD researchers to collect data on consumer behavior, marketing, and other areas of study. Researchers apply their findings to current industry needs, and deepen our understanding of human behavior in business markets, organizations, and management.

As part of your learning experience in this course, you will be required to participate in research studies to gain experience with the research process. Your participation in these research studies will be listed under Individual Assignments. Individual Assignments is worth 25% of your grade. Your participation in this program is critical to the furthering of UNT's research goals.

To fulfil the requirement, you **must** create an account on the **College of Business REP** webpage—unt-cob.sona-systems.com—which allows you to browse and sign up for available studies. **DO NOT** sign up for the SONA in the Psychology Department! Use the **CoB SONA** link provided above.

The amount of credit assigned is based on the format and duration of the study.

Online Studies

<15 minute studies = 1 credit

15-30 minute studies = 2 credits

>30 minute studies = 3 credits

In-Person Lab Studies (Behavioral Lab - BLB 279)

<15 minute studies = 3 credit

15-30 minute studies = 4 credits

>30 minute studies = 5 credits

To fulfill the course requirement, you must earn a total of **10 REP credits** throughout the semester. All credits earned will be added to your final course grade at the end of the semester. Additional extra credit points may be available at my discretion.

To sign up, please visit unt-cob.sona-systems.com. If you have questions, DO NOT contact me. Instead, contact the REP Admin Team via email at RCoBRep@unt.edu. Your questions will be addressed promptly, usually within 24 hours.

Visit cob.unt.edu/research/research-experience-program for detailed sign-up instructions and more information.

Important Deadlines!

November 27th, 5:00 PM – Last day to participate in SONA for Fall semester.

You will have one week from this date to adjust your final credits assigned to particular classes in SONA. On **December 4th**, final scores will be distributed to instructors and cannot be changed after that point.

Thanks in advance for your participation! Have a great semester!

Please Note:

Don't wait! Create your account ASAP! Get first access to available studies.

Assign your credits to the proper course.

If you have another course that also requires SONA credits, you must complete those credits separately. On the main SONA account page, you can assign your completed credits to specific courses (of your choice). You have up to **December 4th** to adjust these credits!

If you do not want to participate in the posted studies, you can complete a 2-page research article critique for 2 points of REP credit each. To do so, please email RCoBRep@unt.edu and they will assign you an article to critique. Critiques are due on or before **November 27th, 5:00 PM**. Article critiques will not be available until the last week before **November 27th, 5:00 PM**. Please note that study participation will require less of your time than article critiques.

Grading and Feedback

Your final grade is calculated from weighted categories, as shown below. All grades are posted in Canvas.

Grade Weights:

Individual Assignments, 25%

Group Assignments, 15%

Final Group Project, 25%

Reading Quizzes, 10%

Final Exam, 15%

Other Assignments, 10%

Total, 100%

Grading Scale:

90% or more, A

80% or more, B

70% or more, C

60% or more, D

Below 60%, F

Late Work. You may submit an assignment until 11:59 p.m. on the due date listed in Canvas. Any submission received after that time is late. Work submitted within 24 hours after the deadline will be accepted with a 50% reduction in points. Submissions more than 24 hours past the deadline will not be accepted.

Feedback and Grade Posting. I aim to return feedback and post grades within one week of the due date. If I am unable to meet that timeline for a particular assignment, I will post a Canvas announcement letting the class know when to expect grades.

Course Schedule

Date	Assignment Name	Type	Points
8/25/26	Mapped Drive	Assignment	100
9/8/26	Team Business Plan	Assignment	100
9/15/26	Master Page/CSS	Assignment	100
9/15/26	Quiz 1 — The Phoenix Project (Ch 1–7)- Requires Respondus LockDown Browser	Quiz	100
9/22/26	Design Documentation	Assignment	100
9/29/26	Challenge/Response Page	Assignment	100
9/29/26	Progress Report 1	Assignment	100
9/29/26	Quiz 2 — The Phoenix Project (Ch 8–14)- Requires Respondus LockDown Browser	Quiz	100
10/1/26	Read_BetterWay	Assignment	100
10/1/26	Update a Database	Assignment	100
10/1/26	Update_BetterWay_Copy	Assignment	100
10/13/26	Quiz 3 — The Phoenix Project (Ch 15–21)- Requires Respondus LockDown Browser	Quiz	100
10/27/26	Read from a Database	Assignment	100
10/27/26	Quiz 4 — The Phoenix Project (Ch 22–28)- Requires Respondus LockDown Browser	Quiz	100
11/3/26	Progress Report 2	Assignment	100
11/3/26	Write to a Database	Assignment	100
11/5/26	Emerging Tech Risks in Business	Assignment	100

Date	Assignment Name	Type	Points
11/10/26	Quiz 5 — The Phoenix Project (Ch 29–35)- Requires Respondus LockDown Browser	Quiz	100
11/17/26	Delete from a Database	Assignment	100
11/27/26	REP	Assignment	100
12/2/26	Final Project	Assignment	100
12/5/26	Final Exam — The Phoenix Project (Comprehensive) - Requires Respondus LockDown Browser + Webcam	Quiz	100
	I need a group	Discussion	0

Course Calendar

Week	Class / lecture topic	Reading
1	Course intro, syllabus, project overview	
2	Ch 1 · Map a drive · Master Page/CSS	
3	Team Business Plan · Design documentation overview <i>Phoenix 1 — Overview (book & characters)</i>	Begin Ch 1–7
—	LABOR DAY — NO CLASS	
4	Challenge/Response page <i>Phoenix 2 — The Nature of IT Work</i>	Ch 8–14
5	<i>Lab — design documentation / project work</i>	
6	Case Study <i>Phoenix 3 — Constraints & Flow (First Way)</i>	Ch 15–21
7	Read from a database <i>Phoenix 4 — Feedback (Second Way)</i>	Ch 22–28
8	<i>Lab — Read / Write project work</i>	
9	Write to a database <i>Phoenix 5 — Continual Learning & DevOps (Third Way)</i>	Ch 29–35

Week	Class / lecture topic	Reading
10	Update a database	
11	<i>Lab — CRUD project work</i> <i>Phoenix 6 — From Novel to Industry (synthesis)</i>	
12	Delete from a database	
13	<i>Lab — final project work / catch-up</i>	
—	THANKSGIVING BREAK (Nov 23–29) — NO CLASS	
14	Final week — NO CLASS <i>Final given online (Respondus LockDown + Webcam)</i>	
15	Finals week	

Authorized Absences Policy

An absence will be excused by the university for: a. religious holy day, including travel for that purpose; b. participation in an official university function; c. required military service, including travel for that purpose; d. pregnancy and parenting under Title IX; and e. when the University is officially closed.

For more details and procedures regarding UNT Authorized Absences, please see [Policy 06.039](#).

Absences that do not fall under Title IX, Required Military Service, and Official University Absences (religious holy days, participation in an official university function, and when the University is officially closed), are deemed a matter between the student and their faculty member. If the absence is due to an illness or extenuating circumstance that exceeds 5 consecutive days, the faculty member may request for the student to provide documentation through the Dean of Students' office.

Course Level Absence Practice

Attendance will not be a mandatory part of your course grade, although it is strongly encouraged that you attend every class. If you are going to miss class, you do not need to notify me in advance. The lectures are not recorded. If you miss class, confer with a classmate to obtain notes.

Because this is a skill-building course that meets only once a week, participation is more than attendance. You develop proficiency by practicing in real time: trying the task, explaining your reasoning when asked, and applying course concepts during class activities. Students are expected to arrive prepared, follow along during lectures and demonstrations, attempt in-class exercises, ask questions when something is

unclear, and work with classmates during group activities. Simply being present without engaging does not meet the expectation for active participation. Please bring your laptop to class.

UNT 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.

Course Specific Academic Integrity Practice

In addition to UNT Policy 06.003, the following department and course-specific expectations apply.

ITDS Department, Ethical Academic Behavior. The UNT College of Business and the ITDS Department expect students to conduct themselves at all times in an ethically responsible manner. There are at least two reasons for this. First, ethical behavior affirms the personal value and worth of the individual. Second, professionals in information systems frequently handle confidential information on behalf of employers and clients, and employers of UNT College of Business graduates expect ethical conduct because it is crucial to an organization's success. Examples of academic dishonesty in an ITDS class include copying answers from another person's work, using unauthorized notes during an exam, copying computer code from another person's work, having someone else complete your assignments or take exams on your behalf, stealing code printouts, software, or exams, recycling assignments submitted by others (or by you in a prior or current semester) as your own, and using the words or ideas of others without proper attribution. It does not matter whether you received permission from the owner of the copied work; claiming the material as your own is still academic dishonesty.

Integrity in This Course. Academic integrity must be exhibited in your academic work, methods, and conduct. Coursework for which you receive an individual grade must be your own original, personal effort, and the same standard applies to all group work. There is zero tolerance for cheating in this course. Anyone retaking this class may not use code or any other materials that they or their team developed in a prior class; doing so is a violation of this policy.

Exam and Quiz Conditions. The five reading quizzes and the final exam are taken in Canvas using Respondus LockDown Browser. Phones, smartwatches, earbuds, and headphones are not permitted during these assessments. It is your responsibility to install Respondus LockDown Browser in advance and to test your technology and internet connection before each assessment. If you experience technical difficulties, you may log back into Canvas and continue; the timer continues to run, so reconnect and resume as quickly as possible.

AI Use Practice

In this course, the use of GenAI tools is limited as directed by the instructor. Any additional use requires explicit permission, proper citation, and authentic student work.

Academic Integrity. Academic misconduct is present in academic work wherever AI assistance has been used when unauthorized, or, when authorized, has not been disclosed as required.

Expect changes. The developments around generative AI are in flux, and the rules expressed in this syllabus may need to change on short notice. This may affect the contents of assignments as well as their evaluation.

Three Principles for Generative AI. Artificial intelligence that can produce content is now widely available to produce text, images, and other media. We encourage the use of such AI resources to inform yourself about the field, to understand the contributions AI can make, and to help your learning. However, keep the following three principles in mind: (1) an AI cannot pass this course; (2) AI contributions must be attributed and edited for accuracy; (3) the use of AI resources must be open and documented.

Computer Code. Limited use of generative AI tools is permitted only as support (for example, to explain concepts, troubleshoot errors, or suggest options) and must be clearly documented when used. In this course, you are expected to write much of your own code. The goal is for you to understand how to create the solution yourself, including the logic behind it, so you can interpret requirements, evaluate whether code is correct and well designed, and explain how it solves the problem and fits into a larger application.

Disclosure. By submitting an assignment, you attest that the code is your original work unless otherwise stated. If you use AI in any way, you must disclose exactly how it was used and provide proper attribution to the tool or source, including the prompts or outputs that influenced your work, as required by the assignment instructions.

A word of caution. For most coding assignments, relying on AI tools or search engines often makes the solution harder, not easier, because the code produced may not match our specific requirements, style expectations, or the concepts being assessed. It can also limit the help you can receive from the instructor or an instructional assistant, since it may be unclear how the code was generated or why it is structured a particular way.

Course Level Practices

Rules of Engagement. Rules of engagement refer to how students are expected to interact with one another and with the instructor. While the freedom to express yourself is a fundamental right, any communication that uses cruel or derogatory language based on 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 names and pronouns for your instructor and classmates. Speak from personal experience and use "I" statements. Use your critical thinking skills to challenge other people's ideas instead of attacking individuals. Avoid all caps (it reads as yelling), be cautious with humor and sarcasm in writing, proofread and fact-check, and remember that online posts can be permanent, so think before you type.

Teamwork, Job Performance, and Team Dysfunction. Working together in project teams is an integral part of the BCIS curriculum and of this course. It is your responsibility to work diligently and harmoniously with your teammates, and it is in the team's best interest to resolve job-performance problems internally. If internal efforts fail and the team leader, or two or more members, conclude that the team has become dysfunctional because of a member's poor job performance, they must prepare a written report for the instructor describing the problem and the team's efforts to resolve it, with supporting evidence. Personality conflicts are not grounds for firing a team member. The instructor will schedule a meeting for the whole team to discuss the issue and look for a solution. If no solution is found, the team may, by majority vote, fire the member for poor job performance. A fired member cannot complete the semester project alone and must join another team; a fired student who cannot join another team will either drop the course (with a grade of WF) or, after the last day to drop, receive an F for the course, since teamwork is integral to this course. Except for very extraordinary reasons, no team can have more than four members or fewer than two.

Authorship. Each team member is expected to participate equally in building and debugging the software. One way I check for this is to review the code's documentation for evidence of who created or debugged what. If I find no written record of your contribution to the software, you can receive a zero for that part of the team project, so document your authorship of everything you create.

Professional Conduct. Student behavior that interferes with an instructor's ability to conduct class, or with other students' opportunity to learn, is unacceptable and will not be tolerated. Please arrive on time, be respectful of your classmates and the instructor in every interaction, and avoid activities that disrupt instruction. Behavior that interferes with teaching or learning may result in being directed to leave, with further consequences as outlined in the UNT Code of Student Conduct.

Student Success Guidance

I want you to do well in this course, and much of that comes down to a few habits.

How to succeed in a build course. This is a skill you develop by doing, not by reading alone. Try things, experiment, and do not be afraid to break something and figure out why. Start the project steps early, since debugging and setup almost always take longer than you expect, and an early start gives you time to ask questions before the deadline. Because we meet only once a week and cover a lot of ground each session, spread your work across the week rather than saving it for one sitting.

Keep up with the reading. The Phoenix Project is a fast, engaging read, and staying on pace with it makes the quizzes straightforward and the class discussions much richer. You may read ahead and take the quizzes early.

Asking for help. Please ask questions early rather than struggling in silence. There is no such thing as a stupid question, and reaching out sooner almost always saves you time. When you come to me with a problem, it helps to share what you have already tried and what happened; a quick screenshot of an error message tells me a lot. You can reach me during office hours (Mondays 1:00 to 2:00 pm and by appointment), by email, or through Remind.

Using my feedback. I give thorough, constructive feedback because my job is to help you improve, not simply to assign a grade. Read it carefully and carry it into your next assignment, because that is where the real learning happens. If anything is unclear, please ask.

Academic Support and Student Services

Technology Support

Part of working in the online environment involves managing the inconveniences and frustrations 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:

- Phone: 940-565-2324
- Email: helpdesk@unt.edu
- Current list of [Student Help Desk hours](#)

Academic Support Services

- The [UNT Academic Resource Center](#) provides links to the bookstore, registration and advising information, tuition information, financial aid, and more.
- The [UNT Academic Success Center](#) offers academic support services and free individual tutoring.
- [UNT Writing Lab](#)
- [UNT Libraries](#)

Student Services

- [Counseling and Testing Services](#)
- [Student Affairs Care Team](#)
- [Student Health and Wellness Center](#)
- [Student Legal Services](#)
- [UNT Food Pantry](#)

Civil Discourse

As a leading public university, the University of North Texas has a fundamental responsibility to create enduring value for the public good. The fulfillment of our mission as a university depends upon the free exchange of ideas in the pursuit of knowledge. We bring these commitments into action by centering civil discourse in our culture and curriculum. We define civil discourse as the practice of constructive dialogue to broaden understanding, grounded in our shared values and deep respect for each other's potential. By committing to this practice, we seek to equip every student with skills and mindsets to engage, contribute, and lead—at UNT and throughout your lives.

My role as an instructor is to introduce you to different ideas and scholarship and facilitate discussions that are credible, open, respectful, and relevant to this course. Our class brings together individuals with different backgrounds, experiences, and viewpoints. You may disagree with the views presented, and others may disagree with your views. But, you should expect to be listened to with respect and evaluated fairly based on the learning objectives of this course. Even when you disagree, engaging with other points of view can help you better understand both the issue at hand and your own perspective. While we may engage in vigorous debate about competing ideas, speech that violates the Student Code of Conduct, including speech that harasses a specific individual or disrupts the course is not acceptable and works against our educational mission.

University Policies

ADA Accommodation Statement: 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 at disability.unt.edu.

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 the UNT Learning Management System (LMS) 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 Blackboard 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 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 deanofstudents.unt.edu/conduct.

Access to Information – Eagle Connect: Students' access point for business and academic services at UNT is located at: 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: eagleconnect.unt.edu/.

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. 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 at spot.unt.edu or email spot@unt.edu.

Survivor Advocacy: 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.

Pregnancy Modifications Under Title IX and Parenting Resources: UNT is committed to supporting students who may need pregnancy and parenting modifications in compliance with Title IX. If you are a pregnant student or have a pregnancy related condition, please visit report.unt.edu and complete the 'Request Pregnancy/Parenting Modifications' form. Parenting students who may need resources can seek

support and guidance from the Dean of Students and the Eagle Engagement Center. [Pregnant and Parenting Students Policy number 16.008](#).

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