

	<p style="text-align: center;"> <b>Department of Sociology</b>  <b>University of North Texas</b>  <b>SOCI 4580: Immigration &amp; Race in</b>  <b>Contemporary US SOCI 4580, Section 900, 950</b>  <b>3 credit hours</b>  <b>SPRING 2019</b> </p>
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### COURSE INFORMATION

- **SOCI 4580: Immigration & Race in Contemporary US**
- **Spring 2019**
- **SOCI 4580, Section 900, 950 3 credit hours**
- **Office Hours:** Tuesday and Wednesday 11:30 – 12:30 pm, and by appointment
- **Prerequisites – SOCI 1510 or equivalent.**

### Professor / Instructor Contact Information

- Nikolitsa Grigoropoulou, M.Sc. Teaching Fellow
- Office: Sycamore 288V
- Email address: [Nikolitsa.Grigoropoulou@unt.edu](mailto:Nikolitsa.Grigoropoulou@unt.edu)
- **Office Hours:** Tuesday and Wednesday 11:30 – 12:30 pm, and by appointment

### About the Professor / Instructor

Welcome to **SOCI 4580** (Immigration & Race in Contemporary US). My name is Nikolitsa Grigoropoulou and I am a 6th year Ph.D. student in the Department of Sociology at University of North Texas. I currently teach this class and SOCI 4990 Sociology Capstone. My research interests include religious minorities, interreligious and interethnic relations, immigration, and Islamophobia – a fairly new term used in social and political sciences to describe the irrational fear of Muslims. My home country is Greece and I pursue my studies in the U.S. with the kind sponsorship of the Fulbright Foundation and the International Institute of Education.

### Required Materials – Text, Readings, Notes

Ami R. Moore (2013). *The American dream through the eyes of Black African immigrants in Texas*, University Press of America.

Notes are posted on Canvas (See NOTES in your Modules menu)

Assigned articles are posted on Canvas (See Readings in your Modules menu).

### Course Description

Immigration, the movement of people from their native lands to foreign lands has become more significant today than ever. It affects both the areas of origin and destination. This course

focuses on the impact of immigration on race and ethnicity in contemporary United States. In fact, the United States accepts more immigrants than any other country in the world. The immigrant population is growing and its impact has become more noticeable. About 13% of the US population is foreign-born, and 21% of American-born children have at least one foreign-born parent. However, today's immigrant groups are different from previous groups. They are more likely to be non-European and are from either Asia, Latin America, or the Caribbean, regions that over 80% of immigrants currently claim as homelands.

This course will examine immigration, race, and ethnicity in contemporary America in general. Specifically, we will examine why people migrate to the United States, the changing face of the United States and its sociocultural, educational, and political implications. We will briefly examine the history of migration to the United States first, followed by current migration trends. Then, we will investigate how contemporary immigrants are incorporating into the US society. We will also examine the different ways the US is being affected by these diverse groups of immigrants. Issues of race and ethnicity, assimilation, language, racial and ethnic identities, education, transnationalism, upward mobility, etc. will be discussed in this class. These goals will be achieved through reading assignments of articles and textbook, notes, and videos that are intended to illustrate various aspects of particular issues under consideration.

## Learning Objectives

At the end of the course, students will be able to:

1. explain why people migrate, using relevant concepts and theories
2. explain why the American population is diverse
3. discuss why race and ethnicity-related issues are still affecting the lives of Americans
4. describe how the U. S. is affected by contemporary immigrants
5. analyze ways that the American cultural, economic, political, and social landscapes are being changed by contemporary immigrants.
6. apply immigration-related concepts and theories to explain real life events.

Each module has a list of learning objectives and activities which measure whether or not you are meeting the objectives.

## Teaching Philosophy

*"Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own."*

Nikos Kazantzakis – Greek writer

This caption perfectly describes my role in an online, learner-centered environment. My goal in

this class is to guide you in building your own understanding of the material and a positive relationship with knowledge. Online classes are very fast paced. Thus, it is important for students to stay up with assignments and complete them on time. However, it is equally important to reach out for questions. Student-teacher communication is indispensable for our mutual success. Online classes can be very solitary, but you need to remember this is a community you belong. As you embark in the class, there are certain things to keep in mind:

1. Quizzes and exams will be under Assessments on your Modules page and on the Assignments tab. There will be **NO MAKE-UP** quizzes.
2. Each assignment will turn on at a particular time and be available for **72 hours**.
3. Assignments **CANNOT** be made up after they turn off.
4. Your assignments **MUST** be posted during the allotted time.
5. No work will be accepted after the deadline.
6. PLEASE do not e-mail me your assignment.
7. My teaching assistant will read each and every post and provide the necessary feedback for improvement.
8. Please be courteous in the Course-room. Avoid posting anything offensive, threatening, inflammatory, or illegal. Also, feel free to disagree with the material and/or your classmates, but do not call people names if you disagree with their views. Such behaviors will not be tolerated.
9. Check your Canvas and email accounts **DAILY**. Message me through the message center (Inbox tab) on Canvas if you have questions.
10. Students will have their assignments graded within a week from due dates.
11. Extra credit assignments will be offered on a class-need base, not on individual need. Please avoid emailing me with requests for additional extra credit.
12. **You can check the exam and quiz questions after the end of due dates.**

## ACCESS & NAVIGATION

### 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://unt.instructure.com/login/ldap>

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>.

### Being a Successful Online Student

[-What Makes a Successful Online Student?](#)

[-Self Evaluation for Potential Online Students](#)

## How the Course is Organized

There are 6 modules for this course. Some cover 2 weeks, others, 3 weeks. The modules are on Canvas under Modules tab. There will be a quiz for each module (see calendar). There are 3 exams, 2 discussion fora, 2 video evaluation assignments, and 2 journal entries.

## What Should Students Do First?

First, make sure you read the syllabus and understand its content. Make note of the deadlines. Ask the instructor questions if you have any.

## How Students Should Proceed Each Week for Class Activities

There are weekly readings that you need to keep up with in order to do well in this class. If you have problems accessing assigned articles, email me through the **Inbox** function on Canvas. Make note of deadlines. They are organized by module in this class.

## Student Technical Support

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) Phone: 940.565-2324

In Person: Sage Hall, Room 330D

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 Support Services

Also known at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an *on-time graduation*. Please refer to the website (<https://trio.unt.edu/sss>) for detailed list of services.

## COURSE REQUIREMENTS

**Readings and Assignments:** Students are expected to do all assigned readings for each week and be prepared to share their views on the different issues raised in the readings.

1. **Quizzes: (30 points—EXTRA CREDIT OPPORTUNITY).** There will be NO make-up quizzes. A quiz will be given for every module, starting JAN 24, 2019.

Questions will be drawn from materials covered (notes, textbook, articles, and videos).

The quiz will be posted for 72 hours. However, you will have between 10 and 25 minutes to take the quiz (depending on the number of questions) once you begin. Also, you will have only ONE attempt. The quizzes will turn on from **Thursdays (11:59 pm) to Sundays (11:59 pm)**. **You must complete the quiz during this time.**

2. **Video Evaluations: (70 points total)**--Two videos will be shown in this class. The purpose is to provide students with an opportunity to think about and comment on particular issue(s) that is/are being covered. You are required to submit at least a one-page **typed-written (font size =12)** reaction paper (300 words) of the video.

### ***General guidelines for all the video evaluations***

While you're viewing a video, think about and write down the following:

- a. What are the most important points or ideas in the video? (Please refrain from just recounting what you watch. But give a summary of the most important points and state why they are important).
- b. What significance do these ideas have for a course of this nature?
- c. Write a brief response to at least one major issue discussed. Use your sociological imagination here. Make sure you integrate relevant concepts and theories that you learn in the textbook, videos, notes, etc. to substantiate your views.
- d. Do you think the video is relevant to the class topic under discussion (here you state if the video presents anything to illustrate or explain a point raised in the text or in class discussion. Did the video make you look at anything differently?) If you think the video is not relevant to the topic, feel free to say so but you must explain your position.
- e. Did you find anything problematic?

Video 1 – **Monday, Jan 28 (11:59 pm) to Thursday, Jan 31 (11:59 pm)** – See **Assignments tab**

Video 2 – **Monday, Mar 4 (11:59 pm) to Thursday, Mar 7 (11:59 pm)** – See **Assignments tab**

### **Grading rubric for video assignments**

- a. What are the most important points or ideas in the video? **(3 points)**
- b. What significance do these ideas have for a course of this nature? **(3 points)**
- c. Write a brief response to at least one major issue discussed. Use your sociological imagination here. Tie your view/idea to assigned readings. **(10 points)**

- d. Do you think the video is relevant to the class topic under discussion (here you state if the video presents anything to illustrate or explain a point raised in the text or in class discussion)? Did the video make you look at anything differently? If you think the video is not relevant to the topic, feel free to say so but you must be certain to explain your position. **(3 points)**
  - e. Did you find anything problematic? **(3 points)**
  - f. Please remember to integrate relevant sociological concepts and theories into your write-up. **(10 points)**
  - g. Your evaluation must be at least 300 words. **(3 points)**
3. Discussions: **(60 points total)**. Discussion questions are posted in the Discussions tab. You are required to POST in your comments, read all of the posts of your classmates, and reply to two of the posts that you read.

In your discussions, be as detailed as possible. Refrain from answers like “I agree”, “yes, this is true”, etc. Please make sure you explain why you agree or think the posting is good or true. Whatever you say, make sure you explain why you think the way you do. What I will be looking for in the postings is how well students integrate concepts and theories learned in the text into their discussions. **Show off your Sociological Imagination!!!** Students will have **Fridays from 11:59 pm to Mondays 11:59 pm** to post and reply to two of their classmates’ posts. NOTE: You have to post your answer for the discussion question(s) **FIRST** before you see the posts of your classmates.

90%-100% -- Very detailed answer. Answer/post has an extensive use of relevant textbook material—concepts and theories.

80%-89% -- Detailed answer. Answer/post contains a high level of use of textbook material—concepts and theories.

70%-79% -- Moderate answer. Answer/post has a moderate use of relevant textbook material—concepts and theories

60-69% -- Basic answer. Answer/post contains a superficial knowledge of relevant textbook material --concepts and theories.

59% and below – Answer/post has little to no knowledge of relevant concepts/theories.

**Discussion 1: Friday, Feb 8 (11:59 pm) to Monday, Feb 11 (11:59 pm) — See Discussions tab**

**Discussion 2: Friday, Apr 5 (11:59 pm) to Monday, Apr 8 (11:59 pm) — See Discussions tab**

**Grading Rubric**

Criteria	Did not meet expectations	Needs significant improvement	Need some improvement	Exceptional
<b>Post and reply</b> Weight 40.00%	<b>0 %</b> Did not post or reply to the discussion questions.	<b>50 %</b> Posted the discussion, but did not reply to two posts.	<b>75 %</b> Posted the discussion, but replied to only ONE post.	<b>100 %</b> Posted a comment and replied to two posts.
<b>Content</b> Weight 50.00%	<b>0 %</b> Did not use relevant concepts or theories to support comments and replies.	<b>60 %</b> Did not use relevant concepts or theories from text but made some relevant comments.	<b>80 %</b> Only used a few relevant concepts and theories from textbook.	<b>100 %</b> Extensive use of relevant textbook material.
<b>Grammar and Typos</b> Weight 5.00%	<b>0 %</b> More than 10 errors	<b>50 %</b> Five to 10 errors.	<b>70 %</b> Fewer than five errors	<b>100 %</b> Perfect writing skills.

4. **Journal assignments: (60 points total)**—Two journal assignments will be given during the semester. Please see dates below. Your journal should be reflective of what you have learned in each module and readings. It must provide your personal thoughtful analysis of the concepts and theories that you have learned and the experiences of the people described in the text. Self-appraisal and personal reflection are significant part of writing a journal. Hence, you need to make a connection between what you have learned in the modules to what you have learned in the readings as well as how all of these reflect some of the experiences that you have had prior to taking this course. For example, analyze how the changing immigration legislations have impacted the lives of immigrants and perhaps of your own. Also, keep in mind the overall learning objectives of this course and be certain you address whether or not you are achieving them. The **journal entry must be 600 words at least**.

**Journal entry 1: Tuesday, Feb 19 (11:59 pm) to Friday, Feb 22 (11:59 pm) — See Assignments tab**

**Journal entry 2: Tuesday, Apr 16 (11:59 pm) to Friday, Apr 19 (11:59 pm) —See Assignments tab**

**Grading rubric for Journal assignments**

Criteria	Did not meet expectations	Needs significant improvement	Exceptional
<b>Self-appraisal and personal reflection</b> Weight 40.00%	<b>0 %</b> Did not show any self-appraisal and reflection.	<b>75 %</b> Made a few connections between what has been learned in modules and readings, but made no link between what has been learned and personal experiences.	<b>100 %</b> Made clear links between what has been learned in modules and readings as well as reflection of personal experiences and how the knowledge gained affects these experiences.
<b>Content</b> Weight 50.00%	<b>0 %</b> Did not use relevant concepts or theories to support self-appraisal and personal experiences.	<b>70 %</b> Used only a few relevant concepts or theories from text to support self-appraisal and personal experiences.	<b>100 %</b> Extensive use of relevant textbook material and information gained from modules to support self-appraisal and personal experiences.
<b>Grammar and Typos</b> Weight 10.00%	<b>0 %</b> More than 10 errors	<b>70 %</b> Five to 10 errors.	<b>100 %</b> Perfect writing skills.

5. **Examinations. (300 points)**—There will be three exams given during the semester on the dates specified in the schedule (see below). Each exam will consist of up to **50** multiple choice questions, including some True/False (@ **2 points each**). You have a 72-hour window for the exam. However, you will have a certain amount of time to take the exam once you begin it. Also, you will have only ONE attempt once you begin an exam.

**Exam 1: Tuesday, Feb 12 (11:59 pm) to Friday, Feb 15 (11:59 pm) — see Assignments tab**

**Exam 2: Wednesday, Mar 27 (11:59 pm) to Saturday, Mar 30 (11:59 pm) —see Assignments tab**

**Exam 3: Sunday, May 5 (11:59 pm) to Thursday, May 9 (11:59 pm) —see Assignments tab**

**Missed assignments.** You will be given an opportunity to make up for only ONE missed exam, discussion, journal assignments, and/or video during **PRE-FINALS WEEK**. However, you will have only **24 hours** to make up for a missed assignment instead of 72 hours. Dates for make-up assignments will be posted. Make-up assignments will be given during **PRE-FINALS WEEK** only. I do not need to know if you missed an assignment. Please do not e-mail to inform me about

your missed assignment. Make-up assignments will **NOT** cover the same materials that you missed. Please check announcements and discussions tabs daily. There is **no make-up exam for the final exam**.

**Please remember: I do not give “extra credit” opportunities to any individual student. If I give such extra-credit opportunities, it will be for the entire class. Also, your time log and history on Canvas can be traced, so if you claim technical difficulties as a reason for missing an assignment, it has to be verified in order to be accepted.**

## COMMUNICATIONS

Information will be sent to students via their Canvas **Inbox** and through Announcements (please check them daily).

***Interaction with Instructor Statement:*** The primary means to contact me will be via Canvas **Inbox** or email at [Nikolitsa.Grigoropoulou@unt.edu](mailto:Nikolitsa.Grigoropoulou@unt.edu). I try my best to respond to students within a few hours, even on weekends. In case I do not reply to your e-mail within 48 hours, please e-mail me again. I am also available during my office hours. You may make an appointment or just come in. I will send out an announcement in case I cannot hold office hours. I am in my office most days, but it is always good to let me know ahead of time when you plan to meet with me.

## ASSESSMENT & GRADING

### Assessments

1. **Quizzes**: (30 points—EXTRA CREDIT OPPORTUNITY). There will be NO make-up quizzes. A quiz will be given for every module, starting Jan 24, 2019. Questions will be drawn from materials covered (notes, textbook, articles, and videos). The quiz will be posted for 72 hours. However, you will have between 10 and 25 minutes to take the quiz (depending on the number of questions) once it begins. Also, you will have only ONE attempt once you begin a quiz. The quizzes will be turned on from Thursdays (11:59 pm) to Sundays (11:59 pm). You must complete the quiz during this time.
2. **Video Evaluations**: (70 points total @ 35 points each)--Two videos will be shown in this class. The purpose is to provide students with an opportunity to think about and comment on particular issue(s) that is/are being covered. You are required to submit at least a one-page **typed-written** reaction paper of the video.
3. **Discussions**: (60 points total @ 30 points each). Discussion questions will be posted throughout the semester (see calendar). You are required to POST your discussion (300 words), read all of the posts of your classmates, and reply to two of the posts that you read.

4. Journal assignments: (60 points total @ 30 points each)—Two diary assignments will be given during the semester. Your journal should be reflective of what you have learned in each module and reading the textbook. It must provide your personal thoughtful analysis of the concepts and theories that you have learned and the experiences of the people described in the text. Self-appraisal and personal reflection are significant part of writing a diary. Hence, you need to make a connection between what you have learned in the modules to what you have learned in the textbook as well as how all of these reflect some of the experiences that you have had prior to taking this course. For example, analyze how the changing immigration legislations have impacted the lives of immigrants and perhaps of your own. Also, keep in mind the overall learning objectives of this course and be certain you address whether or not you are achieving them. **The journal entry must be 600 words at least.**
  
5. Examinations. (300 points total)—There will be three exams given during the semester on the dates specified in the schedule. Each exam will consist up to **50** multiple choice questions, including some True/False (**@ 2 points each**). You have a 72-hour window for the exam. However, you will have a certain amount of time to take the exam once you begin it. Also, you will have only ONE attempt once you begin an exam.

Each module has a list of learning objectives and activities which measure whether or not you are meeting the objective.

**Grades for assignments will be posted within one week of the deadline.**

*This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. You have readings for each week and will work on various combinations of assignments, activities, discussions, etc. which will be made available to you on a specific date for 72 hours.*

## ACADEMIC CALENDAR/COURSE DESIGN

Module	DATE	Topic
Module 1	Weeks 1-3    Jan 14 – Feb 3	Introduction

### To-Do-List

**Read:** Notes 1 and 2.

**Read article:** Economic Theories of emigration by Sirojudin, S (2009). Journal of Human Behavior in the Social Environment, 19(6): 702-712

**Read article:** Frequently requested statistics on immigrants and immigration in the United States by Nwosa, C., Batalova J. & Auclair, G. (2014).

Quiz 1            will turn on Jan 24 at 11:59 pm and turn off on Jan 27 at 11:59 pm.

Video 1            will turn on Jan 28 at 11:59 pm and turn off on Jan 31 at 11:59 pm.

Module 2	Weeks 4 & 5    Feb 4 – Feb 17	Changing face of America
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### To-Do-List

**Read:** Notes 3

**Read article:** Immigrants in the United States: A profile of America's foreign-born population by Camorato, S. (2012).

Quiz 2            will turn on Feb 7 at 11:59 pm and turn off on Feb 10 at 11:59 pm.

Discussion 1    will turn on Feb 8 at 11:59 pm and turn off on Feb 11 at 11:59 pm.

Exam 1            will turn on Feb 12 at 11:59 pm and turn off on Feb 15 at 11:59 pm.

Exam will cover materials for Modules 1 & 2

**Module 3      Weeks 6 & 7   Feb 18 – Mar 3****Diversity in US: Sociocultural****outcomes**To-Do-List

**Read:** Notes 4.

**Read article:** America and its immigrants: A game of mirrors by Alexandro Portes (2011), American Philosophical Society, 155(4): 418-432.

**Read article:** Diversity in everyday discourse: the cultural ambiguities and consequences of “happy talk” by Bell, J. M. & Hartman, D. (2007). American Sociological Review, 72(6): 895-914.

Journal assignment 1 will turn on Feb 19 at 11:59 pm and turn off on Feb 22 at 11:59 pm.

Quiz 3 will turn on Feb 28 at 11:59 pm and turn off on Mar 3 at 11:59 pm.

**Module 4      Weeks 8 - 10   Mar 4 – Mar 31****Diversity in US: African migration**To-Do-List

**Read article:** Diverse streams: African migration to the United States by Capps, R., McCabe, K., & Fix, M. (2012).

**Read Textbook:** Chapters 1- 6 of The American dream through the eyes of Black African immigrants in Texas.

Video 2 will turn on Mar 4 at 11:59 pm and turn off on Mar 7 at 11:59 pm.

Quiz 4 will turn on Mar 21 at 11:59 pm and turn off on Mar 24 at 11:59 pm.

Exam 2 will turn on Mar 27 at 11:59 pm and turn off on Mar 30 at 11:59 pm.

Exam will cover materials for Modules 3 & 4

**Module 5      Weeks 11 & 12   Apr 1 – Apr 14      Diversity in US: American Schools**

*To-Do-List*

**Read article:** Educational attainment of first and second generation immigrant youth: New findings from national longitudinal data by Cruz et al. Urban institute Summer Academy for public Policy Analysis and Research.

**Read article:** When White is just alright: how immigrants redefine achievement and reconfigure the ethnoracial hierarchy by Jimeny, T. & Horowitz, A. (2013). American Sociological Review, 78(5): 849-871.

Discussion 2                      will turn on Apr 5 at 11:59 pm and turn off on Apr 8 at 11:59 pm

Quiz 5                              will turn on Apr 11 at 11:59 pm and turn off on Apr 14 at 11:59 pm

**Module 6      Weeks 13 & 14   Apr 15 – Apr 28      Diversity in US: Other spheres**

*To-Do-List*

**Read article:** America's diverse future: initial glimpse at the U.S. child population from the 2010 census by Frey, W. (2011).

**Read article:** Immigration is changing the political landscapes in key states by Wolgin, A. E. & Garcia, A. (2013).

Journal entry 2                      will turn on Apr 16 at 11:59 pm and turn off on Apr 19 at 11:59 pm

Quiz 6                              will turn on Apr 25 at 11:59 pm and turn off on Apr 28 at 11:59 pm

**Week 15      Apr 29 – May 5                      PRE-FINALS WEEK**

Make up assignments will be given

**Week 16      May 6 – May 10                      FINAL EXAM**

**Final Exam      (will cover materials for Modules 5 & 6)**

**Sunday, May 5 (11:59 pm) – Thursday, May 9 (11:59 pm)**

### Grading

The final grade will be assigned based on the following scale which uses a point system:

A = 490 – 441 points

B = 440 – 392 points

C = 391 – 343 points

D = 342 – 294 points

F = 293 points & below.

### Turnitin Submission Instructions and Information

#### Participation / Discussions

*Information about the student's responsibility in the course discussions; grading and posting criteria; how to post to the online discussion board, etc. Also include etiquette/protocol for participating in the online discussion board. For examples, see:*

- [http://www.ic.sunysb.edu/Class/che326ff/discussion\\_board/etiquette.pdf](http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf)

- <http://online.uwc.edu/technology/onlEtiquette.asp>

#### Online Tests/ Quizzes (to include final or proctored exam information)

*You can access quizzes/exams by clicking the Assignments link on the course menu or see the quiz/exam icon on the designated page. Each quiz is timed and can be accessed only one time within the scheduled time window. Please read the on-screen instructions carefully before you click "Begin Assessment". After each quiz is graded and released, you may go back and review your exam results.*

### COURSE EVALUATION

*Course evaluation is usually conducted during the last 2 weeks prior to final exams. I will post information about the date for evaluation on Canvas and e-mail each student when it becomes available.*

## SCHOLARLY EXPECTATIONS

In keeping with the norms of higher education, any student found guilty of academic dishonesty may receive a failing grade for the course and be reported to their college dean. Refer to your student handbook for complete provisions of the policies and procedures set forth by UNT.

## RESOURCES

**Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the “Academic Support” tab.**

UNT Portal: <http://my.unt.edu>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Library Information for Off-Campus Users:  
<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT Computing and Information Technology  
Center: <http://citic.unt.edu/services-solutions/students>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

## COURSE POLICIES

### Assignment Policy

*See the assignment schedule for due dates which are in this syllabus and also posted on Canvas.*

### Instructor Responsibilities and Feedback

The primary means to contact me will be via Canvas **Inbox** or email at [Nikolitsa.Grigoropoulou@unt.edu](mailto:Nikolitsa.Grigoropoulou@unt.edu). I try my best to respond to students within 24 hours, even on weekends. In case I do not reply to your e-mail within 48 hours, please e-mail me again. I am also available during my office hours. You may set up an appointment or just come in.

### **Turnitin Notice**

*Students are required to submit written assignments for this class to Turnitin, a web- based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded.) (Note to instructors: Any assignments submitted on behalf of the students must have a written or electronically signed consent to do so. Additional information can be found at: <http://clear.unt.edu/turnitin> )*

### **Late Work**

*Late assignments will not be accepted in this class.*

### **Class Participation**

*Students are required to login regularly to the online class site. The instructor will use the tracking feature in Canvas to monitor student activity. Students are also required to participate in all class activities such as discussion board.*

### **Virtual Classroom Citizenship**

*The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.*

### **Incompletes**

*I rarely give an incomplete. Please check the UNT student handbook for policy on incompletes.*

### **Policy on Server Unavailability or Other Technical**

#### **Difficulties Copyright Notice**

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. [Additional sample statements can be located at: <http://copyright.unt.edu/content/sample-copyright-notices>] Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

### **Undergraduate Online Course Attendance Policy**

*Information about the University of Texas' Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>*

## Administrative Withdrawal

### Syllabus Change Policy

This schedule is subject to change at the discretion of the professor.

### Policy on Server Unavailability or Other Technical Difficulties

*The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.*

## UNT POLICIES

**Student Conduct and Discipline:** [Student Handbook](#).

*Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.*

### Academic Honesty Policy

*Please refer to the UNT Faculty Handbook or your department regarding the Academic Policy. A sample statement may include the following:*

"You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the [Student Handbook](#). The content of the Handbook applies to this course. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course."

### ADA Policy

**As per the Office of Disability Accommodation, a syllabus for a course SHALL include the following statement:**

*The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. 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. Students are strongly encouraged to deliver letters of 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 see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.*

### **Add/Drop Policy**

*Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.*

### **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 at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document:

<http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

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

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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](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.