

Introduction to Sociology – SOCI 1510 Section 003
Semester: Spring 2026
Instructor: Natália Heringer
SAGE Hall 356 - Tues/Thurs 9:30 PM – 10:50 PM

Instructor Information

Name: Natália Heringer
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Office Hours: Tuesdays, 11 am-1 pm, in person (SYC 288M) / via Zoom by appointment

Course Descriptionⁱ

Introduction to Sociology is a course designed to introduce key sociological theories, social research methods, and concepts, including social structure, culture, poverty, social change, inequality, race, class, and gender. The course is divided into three parts that correspond with our textbook.

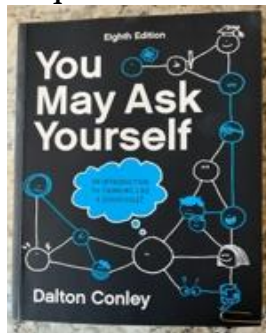
Learning objectives include:

- Recognize the defining features of Sociology as a scientific field.
- Use sociological perspectives to make sense of everyday experiences.
- Identify and interrogate taken-for-granted assumptions about social life.
- Discuss social problems and support arguments using sociological research.

Course Structure

In this course, regular in-person attendance is required, and students are expected to participate fully by actively listening, engaging in class discussions, and completing in-class activities. To stay informed about weekly deadlines, log into Canvas frequently, read all announcements, and refer to the Tentative Course Schedule provided in this syllabus.

Required Text



Students in this course are required to obtain and use the following text:
Dalton Conley's *You May Ask Yourself*, 8th Edition.

ISBN for the paperback version of the 8th Ed. is: 978-1-324-04425-3.

Note that WW Norton allows **21 days of free access** to the online version of the book. This may be useful to students who are delayed in receiving financial aid. Please know that after 21 days, you will be kicked out of the online version. The expectation is that you will purchase the required version of this book for the semester at some point.

Link to the digital home page for Conley's 8th Ed. book: <https://digital.wwnorton.com/youmayask8>

UNT **Willis Library** also has a **hard copy** of the textbook on reserve for student use. Since the library has only one hard copy, it cannot be checked out; it is only reserved for building use. If you are planning to use this, please plan accordingly.

ODA Student Book Access Information

- Here is where you can find additional information regarding different formats WW Norton can help with: <https://wwnorton.com/accessibility/alternative-formats>
- The e-book for the Conley text can be very helpful for students with accessibility needs. Access it on the digital landing page: <https://digital.wwnorton.com/youmayask8>

- Or the bookstore can order an access card that students can purchase with this ISBN for the 8th Ed. of Conley's book: 978-1-324-06242-4

Communication Expectations & Instructor Support

I am here to support your learning! If you have any questions about the material or need clarification, contact me via your Canvas inbox, UNT email, or visit me during office hours. I will respond to emails within 24 to 48 hours, **except** on weekends or holidays.

Teaching Philosophy

I believe education is a collaborative and transformative process. My teaching philosophy emphasizes: (1) an inclusive learning environment, (2) the development of the sociological imagination through critical thinking, and (3) active engagement with peers and course material.

Absence Policies

Your contributions matter! Regular attendance and participation in this course are expected. There are 11 In-Class Assignments, typically administered during lectures on Thursdays, which account for 14% of your grade. There may be circumstances when you need to request accommodation, such as:

- An ongoing illness or disability affecting your ability to attend class.
- A sudden emergency.
- Any other situation impacting your attendance.

To account for such situations, your three lowest In-Class Assignment grades and one of the lowest Chapter Quiz scores will be dropped. If you perceive you need additional accommodations beyond these, please contact me to discuss your situation and explore possible options as soon as possible.

Please prioritize your health and well-being. Do not attend class if you are feeling unwell, overly tired, or run down. Maintaining work-life balance is important!

Late Work and Missing Work

All assignments should be submitted by the indicated dates and times embedded in the syllabus/Canvas. **There will be no extensions except in cases of documented emergencies.**

- In the event of a legitimate emergency, students should contact me via the Inbox in Canvas to discuss their situation **prior to** missing an assignment.
- In the event of a serious emergency, I will prompt you to contact the Dean of Students so that you receive a blanket excuse from the University for your work in all classes.
 - To contact the Dean of Students, Seeking Options and Solutions (SOS) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
<https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>

📞 (940) 565-2648

✉️ deanofstudents@unt.edu

- Technical problems or not accessing the textbook **are not** satisfactory excuses for missing assignment deadlines. I suggest that you **do not** wait until the last minute to submit assignments. If you experience trouble with your computer or Internet access, you are expected to use the computer clusters on campus to complete your work on time.

Course Prerequisites or Other Restrictions

You are expected to be familiar with Canvas, using tools such as quizzes, exams, and submitting assignments. Additionally, to be successful in this course, you will need to:

- Cite sources in your writing, giving credit to where you obtain information either using APA, MLA, or ASA formatting.

Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

- Working computer and reliable internet access
- Microsoft Office Suite
- Uploads to Canvas have been set to only accept .doc, .docx, and .pdf files.
- If the instructor cannot open your document, you will be awarded a zero, and you should contact them as soon as possible to discuss it. If, after 24 hours, you have not contacted the professor, the zero will stand.
- Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

Students are responsible for knowing the Canvas environment and their own training in Canvas.

Technical problems with Canvas are to be directed to the **Help Desk**:

UNT Help Desk - 940-565-2324 / Sage Hall 330 / helpdesk@unt.edu

ADA Accommodations

The University of North Texas makes reasonable academic accommodations 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 the 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 (<http://www.unt.edu/oda>), or by phone at (940) 565-4323.

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, use of AI to complete assignments, 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.

- Any form of plagiarism, including but not limited to the use of any form of **AI to generate your work, will not be tolerated. You will receive a zero**, and an Academic Integrity Violation Report will be filed for each incident.
- Since false positives can occur, I recommend taking the following precaution: when drafting your work, use the Track Changes feature in Google Docs or Word with version history enabled. Make sure the software you are using shows your writing process.
- Cheating related to any form of plagiarism will result in a zero, and an Academic Integrity Violation Report will be filed for each incident.

Course Assignments and Values

Description	Points / Percent
Student Survey	15 Pts / 1.5%
Syllabus Quiz	25 Pts/ 2.5%
Weekly Chapter Quizzes • 11 Chapter Quizzes. • Students are permitted to miss 1 quiz during the semester. • If you take all 11 Chapter Quizzes, 1 of your lowest grades will be dropped. • Each quiz is worth up to 30 points. • 10 X 30 = 300 points	300 Pts / 30%
In-Class Assignments • 11 In-Class Assignments. • Students are permitted to miss 3 in-class assignments during the semester. • If you take all 11 in-class assignments, 3 of your lowest grades will be dropped. • Each in-class assignment is worth up to 17.5 points. • 8 X17.5 =140	140 Pts / 14%
Inequality Assignment • Inequality Assignment is worth up to 160 points.	160 Pts/ 16%
Three Exams • Exam 1 covers Chapters 1, 2, 3 & 4 • Exam 2 covers Chapters 7, 8, 9, & 10 ◆ Alternative: NEXUS Cybercrime Conference Poster can replace Exam 2 • Exam 3 covers Chapters 14, 15, & 18 • Each Exam is worth up to 120 points. • 3X 120 = 360 Points	360 Pts / 36%
TOTAL	1000 Pts / 100%

Grading Scale

- 90-100% of 1000 points = A
- 80-89% of 1000 points = B
- 70-79% of 1000 points = C
- 60-69% of 1000 points = D
- 59% or less of 1000 points = F

Incomplete Grades

Incomplete grades may only be assigned when the student is making satisfactory progress until the request for an incomplete is made. A grade of “I” will only be offered with medical documentation or other documentation that a highly unusual circumstance beyond the student’s control has made finishing the semester impossible. Requests for the grade of “I” must be made before the final exam.

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Tentative Course Schedule

Week	Topics and Assignments	Due date
Part 1 – Using your Sociological Imagination		
Wk1	Class Introduction - Student Survey (in-class) - Syllabus Quiz	Jan 15 Jan 17
Wk2	Chapter 1: The Sociological Imagination: An Introduction Quiz Ch 1	Jan 24
Wk3	Chapter 2: Methods Quiz Ch 2	Jan 31
Wk4	Chapter 3: Culture and Media Quiz Ch 3	Feb 7
Wk5	Chapter 4: Socialization and the Construction of Reality Quiz Ch 4	Feb 14
Wk6	Review Session for Exam 1 Exam 1	Feb 21
Part 2 – Fault Lines: Social Divisions and Inequalities		
Wk7	Chapter 7: Stratification Quiz Ch 7	Feb 28
Wk8	Chapter 8: Gender Quiz Ch 8	Mar 7
Wk9	SPRING BREAK – <i>no class this week</i>	Mar 8 - 15
Wk10	Chapter 9: Race - Poster Submission (Only for those who choose this in place of Exam 2) - Quiz Ch 9	Mar 16 Mar 21
Wk11	Chapter 10: Poverty Quiz Ch 10	Mar 28
Wk12	Review Session for Exam 2 - Poster Presentation (only for those who choose this in place of Exam 2) Exam 2 Inequality Assignment	Apr 2 Apr 4 Apr 5
Part 3 – Building Block: Institutions of Society		
Wk13	Chapter 14: Capitalism and the Economy Quiz Ch 14	Apr 11
Wk14	Chapter 15: Authority and the State Quiz Ch 15	Apr 18
Wk15	Chapter 18: Collective Action, Social Movements, & Social Change Quiz Ch 18	Apr 25
Wk16	Review Session for Exam 3 Exam 3	May 2
Wk17	<i>No class: University Exam Week (No Final Exam will be given in this course)</i>	-

Note: Keep in mind that this class has **weekly in-class assignments** that count toward your final grade.

More Details about Course Assignments

Student Survey (completed in class) (15 Points)

During the second day of this course, students will complete a short student survey and turn it in at the end of class.

Syllabus Quiz (25 Points)

During the first week of the course, students are required to complete an online quiz in Canvas covering the syllabus and course expectations. The purpose of this quiz is to ensure that you understand the course requirements and expectations.

If you have carefully read the syllabus and reviewed the directions for all assignments, you should perform well on this quiz. Here are the key details:

- The quiz is worth up to **25 points**.
- You are allowed **20 minutes** to complete the quiz.
- You are permitted to take the quiz **twice**. Your highest score will be recorded.
- If you do not do well on your first attempt, revisit the syllabus and try again.

Chapter Quizzes (300 Points)

As we progress through the course, we will examine material from Dalton Conley's 8th Edition textbook. Each week, students are required to complete a chapter quiz based on the assigned readings. Quizzes close on Sunday at 11:59 pm. Below are the details of the quizzes:

- We will cover chapters 1-4, 7-10, 14, 15, and 18 from Conley's 8th Edition text.
- There are 11 quizzes, one for each of the chapters we cover. You can miss/drop only 1 quiz.
- Quizzes are open-book and open notes.
- Each quiz consists of 10 multiple-choice or true/false questions, with each question worth 3 points (**30 points total per quiz**).
- Students are allowed two attempts per quiz, and the highest score will be recorded.
- **HINT:** Even if you score perfectly on your first attempt, it's beneficial to take the quiz a second time. You'll typically encounter additional questions, which can help reinforce your learning.
- Each attempt is timed at **20 minutes**. After this, quizzes are automatically submitted, and unanswered questions will be marked incorrect.
- Questions are presented all at once, not one at a time.
- Answers will be available after the quiz due date.
- Quizzes cannot be made up if missed. **However, one of the lowest quiz grades will be dropped at the end of the semester.**

In-Class Assignments (140 Points)

In-Class Assignments are completed during class. These assignments directly relate to the week's topic and chapter reading and are designed to help you reflect on the material presented.

At the end of some classes, I will provide 10–20 minutes for students to handwrite their response to a specific question based on the lecture or chapter reading. Students must be present to earn these points, as these assignments also count toward attendance. There will be 11 In-Class Assignments. Each In-class assignment is worth 17.5 points. Students are permitted to miss 3 in-class assignments

during the semester. If you take all 11 in-class assignments, 3 of your lowest grades will be dropped.

Example question after covering Chapter 3 on Culture & Media:

"How do social media platforms such as Instagram and YouTube potentially change the dynamics of media coverage in a system dominated by a few large companies? Could Instagrammers and YouTubers be considered culture jammers? Explain your answer."

Expectations:

- Write 5–10 sentences neatly, in full sentences, using proper grammar and punctuation.
- Poorly written or illegible papers will lose points.
- Papers are handed in at the end of class.

Grading and Policies:

- Each In-Class Assignment is worth 20 points.
- There are 11 In-Class Assignments.
 - You may miss 3 assignments without penalty.
 - Three of the lowest scores will automatically be dropped at the end of the course.
- No make-ups are allowed for missed In-Class Assignments since you are permitted to miss 3 without penalty.
- Students must be present in class to complete In-Class Assignments.

3 Exams – 120 Points Each (360 Points)

This course includes three exams, which students will complete on Canvas. Each exam is worth up to 120 points. Below are the details for the exams:

- **Exam 1:** Covers Chapters 1, 2, 3, and 4.
- **Exam 2*:** Covers Chapters 7, 8, 9, and 10 (Alternative: NEXUS Cybercrime Conference Poster can replace Exam 2).
- **Exam 3:** Covers Chapters 14, 15, and 18.

Exam Guidelines:

- Each exam consists of 40 true/false and/or multiple-choice questions.
- Only one answer per question is correct.
- You have 80 minutes to complete the exam. After this time, your exam will automatically be submitted, and any unanswered questions will be marked incorrect.
- Students are allowed only **one attempt** per exam.
- Exams are open book, and you may use your personal notes while taking them.

Important Notes:

- Reminders will be sent via Canvas to ensure you stay on track.
- Missing an exam without prior arrangements means losing the opportunity to earn points for that exam.
- The course officially concludes after the deadline for Exam 3.

*Alternative to Exam 2: NEXUS Cybercrime Conference Poster

As an alternative to Exam 2, you may choose to create a poster to be presented at the NEXUS Cybercrime Conference. NEXUS is the Network for Exploring the Intersection of Humans & Cybercrime. This poster project is worth 120 points and will fully replace Exam 2. The poster

submission deadline is March 16. Choosing the poster option requires a commitment to attend the NEXUS Cybercrime Conference on April 2nd at UNT's main campus to present your poster in person. Completing the poster presentation, you earn 30 extra-credit points.

Cybercrime is a sociological phenomenon: an ever-increasing threat to individuals, communities, countries, and the world. Cybercrime is any illicit activity that has an online component. In our world today, nothing exists without an online component and no matter what that is, people find a way to exploit it and others, creating criminal activity. Common topics within cybercrime include online harassment, cyberbullying, hacking/hacktivism, financial fraud, cryptocurrency, gendered and racial experiences of cyber victimization, digital espionage, etc. The topics are endless.

For this assignment, you are required to design and present a poster that explores a specific social aspect of cybercrime. Your poster should provide a well-researched, visually engaging overview of your chosen topic, integrating sociological perspectives and theories as relevant. You will create your poster and share the design with me for assessment (Natalia.HeringerMendonca@unt.edu). I will provide a template and examples for guidance.

Inequality Assignment (160 Points)

All students at UNT who take this course are required to complete the Inequality Assignment. This assignment is an essay used for assessment purposes, and we will also use it as a graded assignment for this course. The Inequality assignment goes well with (Chapters 7-10) of our course. In this part of the course, we learn about stratification, gender inequality, race inequality, and poverty. This assignment culminates in a short, properly formatted paper that is 2-5 pages in length.

Students will turn this assignment twice in Canvas:

1. Once for UNT assessment purposes (ungraded, but you will earn a Complete or Incomplete grade for this submission) and again
2. For this course as a graded assignment (worth 160 points).

More Details About the Assignment

Below is a thorough explanation of the different parts of this paper and an outline that will guide you in developing your writing.

Purpose: The purpose of this paper is for students to demonstrate an ability to synthesize and explain numerical data and incorporate sociological theoretical perspectives into explanations for the patterns found in the data.

Theory: Throughout the semester (and especially when covering chapters 7-10 of the course), we have developed an understanding of various sociological theories, including conflict theories, functionalism, symbolic interactionism, and other theories related to race, class, and gender (such as intersectionality) from reading and studying Conley's book. Students will need to select and apply at least two theories to explain the patterns found in the numerical data provided.

The Data: For this assignment, you will use the data provided in the 4 Figures embedded in this syllabus (and in Canvas) that come from the *Kaiser Family Foundation State Health Data* to identify numerical patterns and then explain the patterns you see by applying any two sociological theoretical perspectives we have learned about in from Dalton Conley's book.

The Course Material: This means that you are REQUIRED to use Dalton Conley's 8th Ed. of *You May Ask Yourself: An Introduction to Thinking Like a Sociologist* in your writing to explain the patterns

you see in the data. Since we have not used any other source for the course, no other source is necessary. In fact, please **DO NOT USE ANY OTHER SOURCE** in your writing.

Guidance: To help you get started, below is the outline that should be used to guide the development of the paper as you write.

Outline for Paper

Paragraph 1	Introduction	To Do: To open the paper, state the issue and concept of what you will be presenting in the paper. Introduce Conley and the source of the data you will be using to discuss inequality. The data come from the Kaiser Family Foundation State Health Data. Then, develop a clear thesis statement. This is a statement that explains the objective of the paper and governs what you write about throughout.
Paragraph 2	Data	To Do: Review the four figures provided looking for patterns you see pertaining to race and/or gender. Jot down some notes. Consider what the patterns mean. In your writing, state patterns in the data and extrapolate possible social connections focusing on inequality. In other words, do you see evidence of any inequality in the patterns you observe?
Paragraphs 3-6	Theory/Data	To Do: Review Conley's book for possible theoretical explanations for the patterns you see in the data. Focus on Chapters 7 – 11 (which we used to study inequality for the course). In at least 2 paragraphs (1 for each theory), give a brief review of the theories you use to make sense of the observed patterns in the data. Apply each theory as it relates to the data. Quote Conley and cite appropriately in these paragraphs.
Paragraph 7	Conclusion	To Do: To wrap up your paper, think BIG PICTURE. Explain what the connections you made between theory and data mean for society. Try to focus on the social implications present in the data. In other words, WHAT DOES THIS ALL MEAN FOR SOCIETY? Strive to explain how these patterns relate to inequality in society.

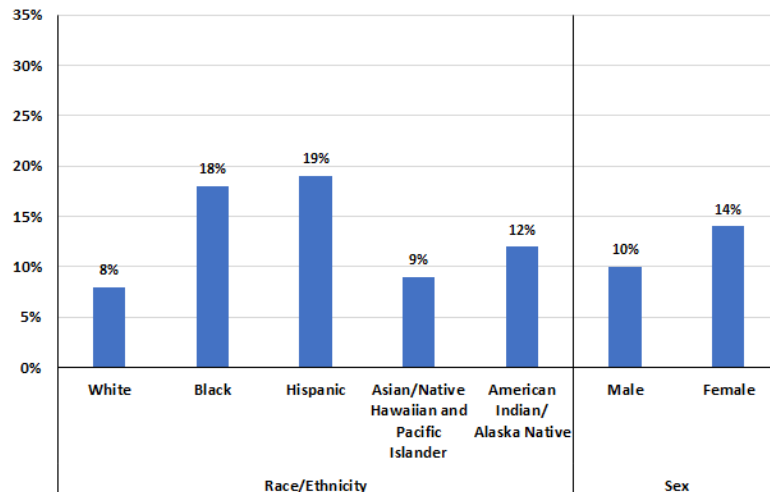
Note: You do not need to discuss all data visualizations provided below. Depending on the social theories you choose to use in your writing, you may focus on one or multiple. You can focus on patterns you see pertaining to race or gender, or you can focus on both. What is most important is that you use two sociological theories learned from Conley's book to make sense of the data and use the data to support, build on, or challenge existing theories related to inequality.

Figures to Be Used

Please refer to the figures below when writing your Inequality Assignment paper.

Accessibility note: The images from the Kaiser Family Foundation shown here are not accessible to all users. An accessible Excel spreadsheet with the same data is available in Canvas.

Figure 1. Poverty Rate in Texas (2019)



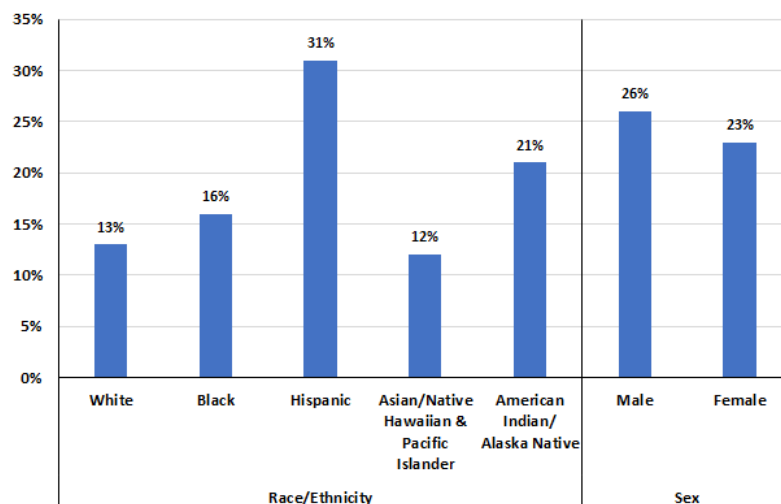
Notes: Persons of Hispanic origin may be of any race; all other racial/ethnic groups are non-Hispanic. The U.S. Census Bureau's poverty threshold for a family with two adults and one child was \$20,578 in 2019.

Source: Kaiser Family Foundation estimates based on the 2008-2019 American Community Survey, 1-Year Estimates.

<https://www.kff.org/statedata/>

Source: Kaiser Family Foundation. Licensed under CC BY-NC-ND 4

Figure 2. Uninsured Rates for the Nonelderly in Texas (2019)



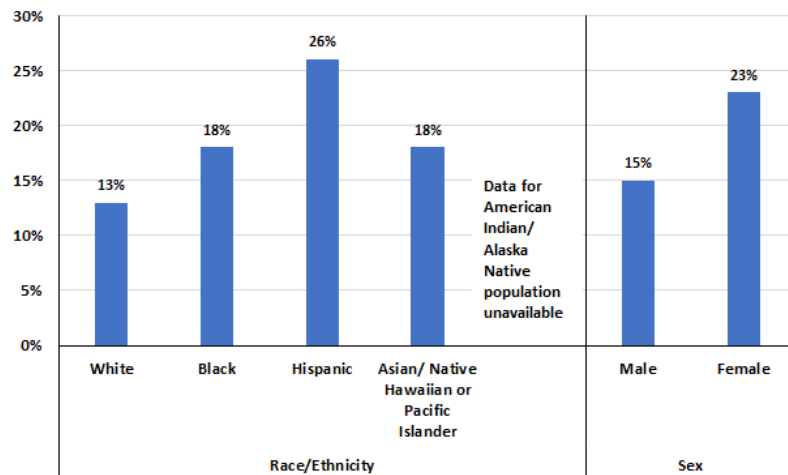
Notes: Persons of Hispanic origin may be of any race; all other racial/ethnic groups are non-Hispanic. “Uninsured” includes those without health insurance and those who have coverage under the Indian Health Service only. “Rate” refers to the percentage of the population or subpopulation with no insurance.

Source: Kaiser Family Foundation estimates based on the 2008-2019 American Community Survey, 1-Year Estimates.

<https://www.kff.org/statedata/>

Source: Kaiser Family Foundation. Licensed under CC BY-NC-ND 4

Figure 3. Adults Reporting Not Seeing a Doctor in the Past 12 Months Because of Cost in Texas (2019)

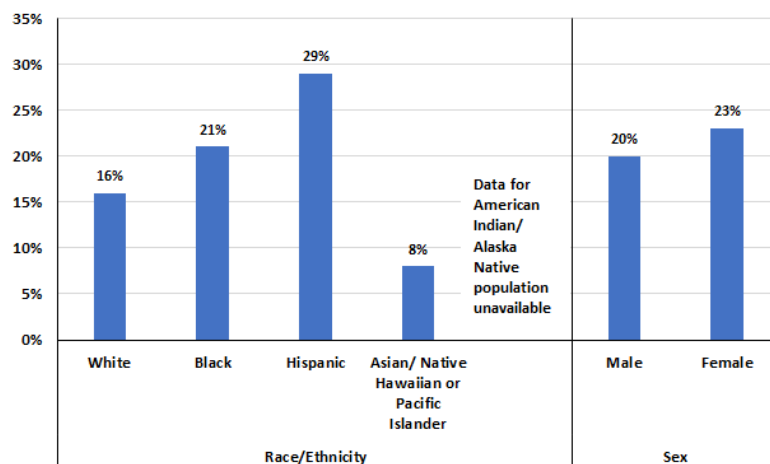


Notes: Persons of Hispanic origin may be of any race; all other racial/ethnic groups are non-Hispanic. Data represent adults who reported that there was a time in the past 12 months when they needed to see a doctor but could not because of cost.

Source: Kaiser Family Foundation analysis of the Centers for Disease Control and Prevention (CDC)'s 2013-2019 Behavioral Risk Factor Surveillance System (BRFSS). <https://www.kff.org/statedata/>

Source: Kaiser Family Foundation. Licensed under CC BY-NC-ND 4

Figure 4. Adults Who Report Fair or Poor Health Status in Texas (2019)



Notes: Persons of Hispanic origin may be of any race; all other racial/ethnic groups are non-Hispanic. The remaining categories of self-reported health are “good,” “very good,” and “excellent.”

Source: Kaiser Family Foundation analysis of the Centers for Disease Control and Prevention (CDC)'s 2013-2019 Behavioral Risk Factor Surveillance System (BRFSS). <https://www.kff.org/statedata/>

Source: Kaiser Family Foundation. Licensed under CC BY-NC-ND 4

Other Course Policies

What you can expect from your professor

1. Respect and active listening.
2. Consistent grading with return time within one week.
3. To treat everyone equally and fairly.

What the professor expects from you

1. Patience with the professor, and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen.
3. Active participation in the Canvas environment as required by the syllabus. If it appears you are not actively engaged in this course, the professor will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled.
5. To act with academic integrity during any quizzes or exams and in all writing. Your work should be your own. Cheating, plagiarism, or use of AI of any form to complete your work will not be tolerated.
6. To read the grading comments that the professor provided. They will incorporate tips for how to do better on future assignments. If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0), and your work will not be graded. If this happens, you have 24 hours to rectify the situation with the instructor. After that, the zero (0) will stand.
8. To follow all directions in the syllabus for all course assignments. If you do not follow all directions, you will automatically receive a zero (0).
9. Appropriately cite all your work. If the professor happens to look up something you quote or cite and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
10. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you'll have time to correct it.

Rules of Engagement

Here are some general guidelines for the way students are expected to interact:

- Treat your classmates and me with respect. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and 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.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge ideas instead of attacking individuals.
- Be cautious when using humor/sarcasm in emails/posts: tone is hard to interpret digitally.
- Avoid using "text-talk".
- Proofread and fact-check your sources.

See these Engagement Guidelines (<https://clear.unt.edu/online-communication-tips>) for more information.

UNT Policies

Attendance Policy

Visit the University of North Texas' Attendance Policy (<http://policy.unt.edu/policy/15-2->) to learn more. The instructor of this course expects students to stay engaged in this online course.

Supporting Your Success and Creating an Inclusive Learning Environment

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

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

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). The instructor will also post an announcement to the class.

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 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. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

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 email Eagle Connect (<https://it.unt.edu/eagleconnect>).

UNT Spot 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 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/>) or email spot@unt.edu

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

Student Verification

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

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

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) they create 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.

Academic Support & Student Services

Mental Health

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

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

Chosen Names

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

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

Pronouns

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

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Additional Student Support Services

- Registrar (<https://registrar.unt.edu/registration>)
- Financial Aid (<https://financialaid.unt.edu/>)
- Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)
- Career Center (<https://studentaffairs.unt.edu/career-center>)
- Multicultural Center (<https://edo.unt.edu/multicultural-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- Pride Alliance (<https://edo.unt.edu/pridealliance>)
- UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)
- Academic Success Center (<https://success.unt.edu/asc>)
- U.N.T. Libraries (<https://library.unt.edu/>)
- Writing Lab (<http://writingcenter.unt.edu/>)

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