**CollEGe WRITING II**

English 1320.029

 Spring 2025| University of North Texas

NAME | Sarabeth Dean

EMAIL | sarah.dean@unt.edu

OFFICE | GAB 543

OFFICE HOURS | Monday 12-1 PM and Wednesday 12-1 PM and by appointment

CLASS: Mondays, Wednesdays, and Fridays 10:00 AM – 10:50 AM

CLASSROOM: WOOTEN 214

**Course Description:**

This course will help you practice and develop new skills in research and evidence-based writing. However, it is also a course about finding a personal connection to issues and topics that are important to you and to your wider community. One of the broadest goals of ENGL 1320 is to help you become comfortable with strategies for making your writing compelling to the audiences you want to reach. Defining, explaining, persuading, finding and evaluating good sources—these are all ways to provide insight into topics that you want to share with other people.

In this course, you will practice writing clear, coherent, and focused arguments that academic audiences expect, with well-researched evidence and appropriate grammar conventions. However, you will also learn how to address audiences in ways that complement (and sometimes exceed) argumentation. These other ways of writing include expressing common ground, extending existing ideas, and showing logical and emotional support. Overall, ENGL 1320 will prepare you for a wide range of writing expectations, including those that demand research, evidence, and careful argument.

Course Text:



**Books**

* *Steps to Writing Well.* Purchase through Cengage.com or Barnes & Noble (on campus) or Voertman’s Bookstore (On Hickory)

**Course Objectives:**

Students in this course will be able to:

* **Assess** and **explain** their own writing habits reflectively
* **Identify** and **describe** events from their own personal experiences that give insight into larger cultural issues
* **Observe** and **examine** details that make other people, objects, or places unique within specific cultural or social groups
* **Analyze** and **evaluate** specific concepts or texts that have significance within larger cultural conversations
* **Cultivate** effective writing processes through repetition, practice, and revision
* **Compare** and **rate** their contributions as a team member to peer review and other team-based assignments

**Program Values:**

Writing develops through inquiry, experimentation, and discovery.

The act of writing encourages intellectual and personal development, and leads to greater knowledge retention, deep reflection, and empathy. Writing may teach us new ways to understand ourselves, our world, our communities, and others better. Through writing and listening to the writing of others, we grow intellectually, reflect deeply, and respond empathetically to vital issues facing ourselves, our communities, and our world.

Writing facilitates critical thinking about complex issues.

Writing is a practice of responding clearly, concisely, and coherently to complex issues. Students studying writing develop their logical skills and learn strategies to address critical problems and attune to audiences with precision and purpose.

Writing takes place through a lifelong process supported by revision and reflection.

Beyond traditional academic skills and rules of writing, writers develop flexible strategies to read, listen, plan, and collaborate with others by revisiting and reflecting on their writing experiences. Students studying writing learn to reflect on their own writing processes, which might include critical reading, planning, drafting, collaborating, revising, and reflecting, through multiple pages of drafted material.

Writing can give us agency to intervene in social issues.

Writers intervene in their communities by addressing audience needs and concerns. Academic audiences expect writers to address difficult questions through well-researched writing that is supported with compelling evidence. Other kinds of audiences and communities expect writers to address their needs differently, through flexible rhetorical strategies that offer relevant and timely information.

Writing is integral to information literacy and critical reading.

In order to write ethically and build credibility with audiences, writers must read sources carefully and know how to assess and use information effectively.

Writing is learned through effective and engaging teaching.

The First-Year Writing program at UNT provides its instructors with ongoing educational training to help them deliver effective and engaging instruction to students. UNT FYW acknowledges excellence in teaching and fosters a culture that facilitates thoughtful instruction and promotes student success.

Grading Policies and Tips

**Grade distribution**

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Quizzes and Activities – 5%

Participation – 10%

Proposal Essay – 15%

Annotated Bibliography – 20%

Research Essay – 30%

Remix Project (Presentation) – 20%

Units and Assignments:

**Unit 1 – Exploring Issues and Arguments**

The point of this unit is to look deeply into particular issues and understand how writers write about them. We will analyze a few pieces of writing on three particular issues, which will help you to be better at identifying the elements of a credible argument.

***Essay 1: Proposing a Research Question – 3-4 pages***

This unit focuses on reading sources for information and insight, as well as formulating a specific research question around an issue you want to write about and explore. You will draft a research proposal at the end of this Unit. This should include an introduction, the problem/question that you hope to answer or solve, the objective of your study, and then a conclusion.

**Unit 2—Defining Context and Developing Perspective**

For this unit, you will choose a research topic. You may choose a topic that we explore in Unit 1, or you may choose a different topic. Feel free to run this by me. You will propose a research question and then seek out and curate a list of sources that answer that question.

***Essay 2: Annotated Bibliography***

In this assignment, you will formulate a research question and explain what made you land on this question. In addition, you will write an annotated bibliography that includes at least 8 academic sources. For each entry, you will include the argument of the essay and a brief discussion about how it answers your research question.

**Unit 3 – Addressing Issues – Research Paper**

This unit prepares you to put together everything you have collected so far and write a clear, focused, and well-researched essay that addresses the issue you have chosen to write about.

***Essay 3: Addressing Issues Research Essay*** 6-8 pages

Write a research essay in which you analyze a problem and offer a specific insight, perspective, strategy, or policy that addresses the problem in ways that will move the conversation forward.

**Unit 4 – Remixing and Presenting**

This final unit focuses on the activity of "remixing" writing through changes to the audience, purpose, context, and/or other criteria used to write the Unit 3 Research Essay. Remixing is an activity that helps writers develop new strategies such as using multimodal writing or “everyday” language to reach audiences beyond the form of the traditional academic essay.

***Essay 4: Presenting the Research Essay***

With your topic, issue, research question, and basic thesis in mind from the previous unit, you will put together a presentation to present to the class. As a class, we will ask you questions to which you will “defend” your argument or claim. Don’t worry, this isn’t a trial or anything that you need to actually defend. Instead, think of it as though you are presenting an interesting new tactic to your colleagues, they may have some questions about it before jumping on board.

**Participation**

In each unit, you will be expected to read the materials assigned and come to class. You must participate in class discussions and ask questions during the final presentations in order to earn all 10% of this part of your grade.

**Quizzes and Activities**

These include reading quizzes (found in MindTap) and outside-of-class assignments including reading quizzes, peer reviews, rough drafts, and outlines.

Rubrics and Scoring Systems

For the purposes of this course, we describe the grades you will be assigned in this way:

|  |  |
| --- | --- |
| A | 90-100 | Exceeds the assignment's requirements, has few to no errors. Shows a mastery of the concepts being taught. Is impressively sophisticated, inventive, balanced, justified, effective, mature, and expertly-situated in time and context. |
| B | 80-89 | Meets the assignment's requirements, has few errors. Shows high level of understanding of the concepts being taught. Skilled, revealing, developed, perceptive, but not unusually or surprisingly original. |
| C | 70-79 | Meets most of the assignment's requirements, has some errors. Shows some understanding of the concepts being taught. Coherent, significant, and perhaps even insightful in places, but ultimately challenged in organization, articulation, perception, and/or effectiveness. |
| D | 60-69 | Does not meet most of the assignment's requirements, has many errors. Shows low level of understanding of the concepts being taught. Offers an overall response that is incomplete and may be severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates. |
| F | 59 or below | Does not meet the assignment's requirements. The number of errors impede the work's meaning. Shows no understanding of the concepts being taught. |

IMPORTANT: Each unit consists of multiple drafts of a piece of writing as well as other writing assignments. In order to receive full credit for the project, all assignments must be submitted to Canvas. In order to receive a passing grade in the course, you must complete each project. **You will not receive a passing grade if you do not turn in all essays.**

Formatting Your Assignments:

All written work needs to be typed and submitted online to our CANVAS site. You can use whatever style you like such as **APA or MLA, I encourage you to do what is most common in your field of study**. For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 1310). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1”) margins, and double-spacing. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

General Criteria for Writing Assignments

Although specific rubrics will be posted for each larger writing project, all writing activities in this course generally must meet the following requirements and demonstrate the following desired outcomes.

Purpose and Insight:

The written activity explains insights that the writer has gained through careful consideration of their own memories and their readings in the course. This insight is clearly articulated in the activity, along with the writer's purpose. The activity is clear and focused, and the writer coherently represents the complexity of the idea they are writing about.

Context and Description

The written activity shows that the writer understands course material and has read widely enough to help audiences understand the significance of the idea they are writing about. The background context and the question the writer is addressing are both coherent and thorough enough.

Organization and Structure

The written activity is clearly organized with a structure that allows audiences to understand its main point as well as the supporting examples, memories, or passages that contribute to the main point. The writer uses signs and cues to emphasize important ideas and concepts, and the activity has a coherent structure.

Consideration of Other Perspectives

The written activity demonstrates careful listening to course ideas, course texts, and to other perspectives related to the topic the writer is addressing. The activity also shows sensitivity towards other writers and builds on others' ideas where possible.

Conventions and Correctness

The written activity is free or nearly free of errors, is on time and meets all expected conventions of length, style, and language. It is appropriately professional and respectful in tone.

**Class Policies:**

**Online Class Components**

Canvas is an online portal where students will be able to access important class materials and receive announcements from the instructor. You will need to **check our Canvas course page frequently to see announcements from the instructor** (concerning schedule changes and due date reminders) and to get electronic copies of handouts and other class materials. If you miss a class, be sure to check Canvas for any materials from that class day.

All class assignments will be submitted and assessed electronically via Canvas.Students will need access to Zoom with a webcam and microphone to participate in virtual portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

**Minimum Technology Requirements**

* Computer with word processing capabilities, internet access, and web browser to access Canvas

Attendance and Absences:

You are required to attend class unless you are:

* Sick — your doctor told you not to attend
* Attending a university-approved activity — sporting event, debate team, etc.
* Have an emergency — car accident, sick child or family member, etc.

According to the UNT First Year Writing Policy, **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.** UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. However, it is the UNT FYW policy that **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course**.

I will check your attendance at the start of every class period. And while I understand everyone gets sick or has emergencies, you must attend class regularly or your grade will be affected:

**You have 3 unexcused absences. See below.**

|  |  |
| --- | --- |
| **Number of Classes Missed** | **Effect on Grade** |
| 10% of total Classes — 3 classes4 to 6 classes | Up to 3 classes missed – no penalty 5 points are deducted from your final grade for each additional class you miss. |
| 20% of total classes — more than 6 classes | You will fail the course. |

Note | If you are more than 15 minutes late, I will count you absent. If you leave more than 5 minutes early, you are absent.

If you know ahead of time that you must miss class for a planned reason, see me as soon as possible to make arrangements.

Instructor Responsibilities and Feedback

My responsibility as your instructor is to challenge you, to help you understand the course material, and to help you grow and learn as a student. I will provide clear instructions for projects and assignments, answer your questions, and identify additional resources as necessary. I will also provide substantive feedback on your written work. You can expect me to have feedback and grades returned to you within two weeks of the submission date for each assignment.

Disruptions:

Excessive disruptions of our class time—including posting inappropriate or inflammatory comments or harassing others online—are unacceptable. Please respect the class environment by using your time effectively and helping your classmates do the same.

Participation and Civility:

We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all online interactions and class-­‐related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement in your writing, do so in a civil manner. Remember that you are accountable for all of your actions in this course, including your submitted work, your grades, and your interactions with me and with other students.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

* Participating actively in small group work, class meetings, and discussions
* Showing attention to others in discussion posts
* Completing all assignments on time
* Coming prepared to online conferences/office hours

Late or Missed Assignments:

All papers are due by class time on the due date (or by the date specified in Canvas). **Late work will be penalized severely for each day late** unless you as a student have previously made arrangements with me. Additionally, I will not grade subsequent assignments from any students until all previous assignments have been completed, and you cannot pass the course if you have not received a grade for all major assignments. Please meet with me as soon as possible if you miss a deadline for an assignment.

Using the UNT Writing Center:

It is recommended that you [schedule an appointment with the UNT Writing Center](https://writingcenter.unt.edu/online-tutoring) to request extra help with all of your assignments for this class.  All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often.  A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft.  In order to make an appointment with a writing tutor, visit <https://writingcenter.unt.edu/online-tutoring>. During your appointment, a writing tutor can help you develop your ideas, organize your thoughts, and clarify your prose.

Library skills

Please make yourself familiar with the UNT Library and its resources before you get too far in this course. You can make an appointment with a reference librarian in order to get one-on-one help using this link: <https://library.unt.edu/forms/reference-appointment/>

Public Writing

You should consider that all of your submitted writing for this course, including prewriting, drafts, in-class assignments, and final projects, is public writing. The writing that you submit in this course may be viewed by me and possibly your classmates as well. Please do not submit any information about yourself that you do not want to be public.

Syllabus Change Policy

I have made every attempt to provide this syllabus as an accurate overview of the course. However, unanticipated circumstances may make it necessary for me to modify the syllabus during the semester. These circumstances may arise in response to the progress, needs, and experiences of students. Advance notice will be given for any changes made to the syllabus.

**Course Outline**

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| Image previewENGL 1320 Spring 2025Weekly Outline\*This schedule is subject to change at your instructor’s discretion.Always check the “announcements” in Canvas for any changes to a given week’s schedule.  |
| WEEK 1 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Jan 13-19 | Course Syllabus“Writing in the Information Age” byNigel Ross on Canvas | Course Introduction and Syllabus OverviewCourse Theme IntroductionIn-class brainstorming session  |   |
| WEEK 2 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Jan 20-26 | “The Science of Strong Business Writing” by Bill Bichard available on CanvasSWW Ch. 1-1 through 1-4: “Getting Started, Selecting a Subject, Finding your Essay’s Purpose and Focus, and Pump-Primer Techniques” | Understanding MA 1Topic brainstorming using SWW Ch. 19-1 “Focusing Your Topic”In-class brainstorming session: pump primer techniques |  Topic Ideas Due Sunday @ 11:59 PM |
| WEEK 3 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Jan 27-Feb 2 | Read “Writing a proposal,” Mary P. Watkins (2007) available on Canvas | Abstract Writing and background/introLit review and ObjectivesSWW activity Ch. 1-7 |“How to Identify Your Readers”Look at sample proposalTime in-class for proposal drafting | **Research Question Paper Proposal | Due Sunday @ 11:59 PM** |
| WEEK 4 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Feb 3-Feb 9 | SWW Ch 19-5 and 19-6 |Preparing a Working Bibliography and Choosing and Evaluating Your Sources  | Understanding MA 2Finding reliable sources and media literacyLibrary tutorial day: how to use UNT’s library database to find sourcesBegin finding reliable sources |  |
| WEEK 5 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Feb 10-Feb 16 | SWW Ch. 15-1b |Common Logical Fallacies | Logical fallaciesCounterargument and refutationSee sample student papers Find all sources and bring them to class next week |   |
| WEEK 6 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Feb 17- Feb 23 | SWW Chapter 8-2 | How Can I Become an Analytical Reader? | How to read and annotate articlesWork through SWW Chapter 8-2a: Steps to Reading WellWork through SWW Chapter 8-4: Writing a SummaryFinish reading all sources, work on annotations |  |
| WEEK 7 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Feb 24- Mar 2 | SWW Chapter 15-1: Argumentation and Developing Your Essay | Revisiting your research question with sources in mind Finalizing annotationsFormatting your bibliographyPeer Review | **Annotated Bibliography | Due Sunday @ 11:59 PM** |
| WEEK 8 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Mar 3- Mar 9 | SWW Ch. 5-7 “Procrastination: Enemy of Critical Thinking, Thief of Time”SWW Ch. 2 and “Using the Essay Map” | Discuss drafting as a process using SWW Ch. 5Draft a working thesis statementDefinitions and establishing boundaries Drafting an outline | Outline Activity – Due Sunday, by 11:59 PM |
| WEEK 9 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Mar 10- Mar 16 (Spring Break) |   |  |  |
| WEEK 10 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Mar 17- Mar 23 | SWW Ch. 3: “The Body Paragraphs”SWW Ch. 4: “Beginnings and Endings” | Discuss body paragraphsIntroductions and conclusionsTitles |  |
| WEEK 11 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Mar 24- Mar 30 | SWW Ch. 9: “Sharpening Sentences” | Inductive and Deductive Reasoning In class drafting workshop with peer activity Look at sample essays |  |
| WEEK 12 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Mar 31- Apr 6 | SWW Ch. 5-13 “Some Last Advice: How to Play with Your Mental Blocks”SWW Ch. 7 Word Logic | Peer ReviewTalking about Formal vs Informal WritingTalking about Tone! | **Research Paper First Draft | Due by Sunday at 11:59 PM** |
| WEEK 13 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Apr 7- Apr 13 | SWW Ch. 5 (5-1 through 5-4): “What is Revision? When Does Revision Occur? Myths About Revision and Can I Learn to Improve my Revision Skills?” | Why revision mattersWork through Chapter 5 Revision process (5-8a and 5-8b) |   |
| WEEK 14 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Apr 14- Apr 20 | None | Work through Chapter 5 Revision process (5-8c through 5-8f)Peer Review Activity | **Final Research Essay Due Sunday, April 20th, @ 11:59** |
| WEEK 15 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Apr 21- Apr 27 | None | IN CLASS PRESENTATIONS |  |
| WEEK 16 | READINGS | ACTIVITIES | ASSIGNMENTS |
| Apr 28- May 4(last day of Class is April 30th) | None | IN CLASS PRESENTATIONS  |  |

**Getting Help:**

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

UIT Help Desk:

<http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: Weekdays 8am-5pm

Telephone Availability:

* Sunday and Saturday: 11AM-3PM
* Monday-Thursday: 8AM-9PM
* Friday: 8am-5 pm

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

**Student Support Services:**

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

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

Other student support services offered by UNT include

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

Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

**UNT Policies:**

Academic Integrity Standards and Consequences

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

The decision of the instructor will be reported to the Office of Academic Integrity, which is responsible for maintaining student conduct records. The incident may result in an official disciplinary record for the student(s).

Academic integrity violations can include copying a passage from a source verbatim, but they can also include improper or misleading citations. Please note that all source material must be acknowledged, even if the material is paraphrased. Be careful to always acknowledge the work of other writers, and take the time to work out your thoughts and arguments without copying the work of others.

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

Retention of Student Records

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

Acceptable Student Behavior

 Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be notified verbally or in writing and may be directed to leave the classroom. Additionally, the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the [UNT Policy Page](https://policy.unt.edu/sites/default/files/07.012_CodeofConduct_2013_0.pdf).

Access to Information

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

Student Evaluation Administration Dates

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

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. 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 940-565-2648