**DFST/HDFS 3423**Families, Schools, and Communities  
Summer 2016

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**CONTACTING THE INSTRUCTOR**

I will focus my attention on this course during evening and weekend ‘office hours’ (i.e., checking in/commenting on Blackboard, grading, answering student messages, etc.). Email is the best way to communicate with me. It is typically best to set up an appointment by email if you wish to request a GotoMeeting. The instructors are not responsible for your failure to check email or the ‘announcements’ section on Blackboard.

**Materials – Text, Readings, Supplementary Readings***DFST 3423: Families, Schools, and Communities Custom Electronic Edition*

Required readings are listed in the Blackboard shell that tie to each module. These can be found in Blackboard under the readings tab.

**Course Description**  
Analyzing family, school, and community resources and needs as related to the family life cycle; child welfare and education, ecological approach; and exploration of careers related to children and families. Strategies to improve communication and collaboration are emphasized with a focus on family types, cultures, economic conditions, school systems, community services, political forces, advocacy groups, and other factors that impact young children and their families. **Fifteen hours a semester in fieldwork arranged by student. 3 semester credit hours. Estimated average 10-12 clock hours per week for class attendance-on-line reading/study, mail/announcements, discussion, assignments, exams, and fieldwork. Approved as a Capstone course for the University Core Curriculum. Pre-requisite for this course is Junior/Senior Standing**

**COURSE GOALS/STUDENT LEARNING OUTCOMES**

1. Describe the human condition across cultures and diverse situations.
2. Apply communication skills to family, school, and community (FSC) partnerships.
3. Explain the rationale for developing FSC partnerships.
4. Develop social responsibility [CAPSTONE OBJECTIVE; FIELD WORK, Journals and Assignment]
5. Describe the various practices, programs and policies that relate to FSC Partnerships
6. Develop critical thinking skills [CAPSTONE OBJECTIVE; Action Plan]
7. Analyze issues, principles, values, relationships, and cultural perspectives using ethical decision-making strategies and steps. [Capstone OBJECTIVE; Ethics Case Study]

**Why is DFST 3423 a GREAT course?**

Some of you may have signed up for this course because it is a topic you are interesting in (my wishful thinking for all of you). I am passionate about families and how we can assist them in bettering themselves. I have very firm beliefs of how this should happen. This course outlines those views and along the way I will ask you to challenge some of the assumptions you have about families in need.

More realistically, you may have signed up for this course because it is part of your major or because it is online. This may mean you took the course because you HAVE to and not WANT to. Whatever the reason, I am glad you are here and I hope by the end of the class you will say you were GLAD you took the course.

**Why should you want to understand about Family, School, and Community?**

Every one of us are part of a community; a community of learners, a community of homes, individuals, and families. We never know what cards will be dealt to us in the future. During the housing market collapse, many people who had lucrative jobs lost those jobs. They now need the support of the community. Whom do you turn to? What services are out there?

Many of us have/one day want to have families. What do we look for in good schools that partner with parents and the community? How do our expectations of schools match with reality? These are all questions we will examine in this course because they may affect us in some way. My hope for you is that you will learn a lot more about the impact and power a true community can have on individuals and families.

**What will it take to be successful in this course?**

The instructors will be involved in the course through discussions, feedback provided to you, and announcements. Everything in this course has a purpose. This course was designed starting with the course objectives and then assignments were created to fulfill those objectives. Below you will see each assignment and what objectives align with the assignment.

For you to be successful, the following items are important.

1. BE a part of class. Engage with your peers and me. If you are asked a question, answer it.
2. READ! Above anything, you need to read the material and the shell to understand what to do.
3. BE involved. Just because we do not meet face-to-face does not mean you will not get to know your classmates. You will get to know how they think, what they believe, and how they communicate.
4. Check your email often. Communication will come to you via email through Blackboard.
5. Check the question board.
6. Work together. You will be asked to work together in this course. Some people do not like that. There is a specific reason for this. ANY job or organization that you have will require you to communicate with others. More and more today, that communication takes place by email, phone, IM, voice chat, GotoMeeting, or some other form of electronic communication. This is more difficult and challenging for many people. I am not asking you to meet face-to-face or together online. Just communicate with one another.
7. Stay ahead of the game. This is a junior level capstone course and you will need to keep up with the readings and assignments to be successful.
8. Turn in work that reflects your time, effort, and understanding.
9. Assess your progress regularly and respond promptly to any deficiencies or weaknesses you may have. I expect a lot out of your thinking and will provide feedback on how to improve.
10. Accept the consequences when you do not meet the responsibilities of a student.

**ASSESSMENTS**

Below is a list of assignments used to assess your progress in the course. Youwill experience a variety of assessments both formative and summative in nature throughout the course. The assessments are aligned with the Student Learning Objectives to test your understanding of the course material and readings. Each week you will work on various combinations of assignments, activities, discussions, readings, and research. Work will be due by Wednesday or Saturday at 10 PM CST. Blackboard shuts down at 11 PM CST on Saturdays so you need to make sure your work is submitted by 10 PM. New modules will open on Sundays.

**Syllabus Quiz** (10 pts) DUE on SATURDAY June 11 by 10:00 PM

You will complete a syllabus quiz to test your understanding of the document. You may complete the quiz up to three times. This is for a grade and is required. Please read the syllabus in its entirety prior to taking the quiz. There is feedback in the quiz to help you be successful. Most importantly, READ!

**Introduction to Class** (5pts) DUE on SATURDAY June 11 at 10:00 PM

In an effort to become a community of learners, I ask that you introduce yourself to your classmates and your instructor through Blackboard during the first week of class. You will introduce yourself including but not limited to your name, year in school, major, reason for taking this course, and experience with service learning. Please keep all comments positive. It would be helpful if you added a photo of yourself to put a name with a face. To begin developing the community feel, responses to classmates’ posts are welcomed and encouraged.

**Introductory Reflection** (25 pts) Due Saturday June 11 at 10:00 PM

The introductory reflection is a way for you to share any preconceived bias, beliefs or understandings you have in regards to families and individuals in need. I do not want a meaningless reflection that does not examine your thoughts, but one that truly shares with me the biases, beliefs, and understandings you have. We all have bias and until we identify those biases, we will continue to allow them to interfere with truly seeing what need means. This needs to be well constructed, a true analysis of your beliefs, and should to be reflective in nature. The reflection should be a minimum of one page and written in APA format (e.g. double-spaced, 12 point Times Roman or Calibri font). You may write in first person. I have a rubric that I expect you to use when completing this reflection. It will provide you with specific information you will need to be successful.

**Participation in Collaborative Learning Team Discussions** Course Objectives 1-7 (4 boards at 20 pts each for a total of 80 pts) DUE dates listed on calendar and Blackboard. Initial posts due on Saturday at 10:00 PM and Responses DUE the following Saturday at 10 PM.

[Capstone Objective: Express ways exposure to different ideas, perspectives, cultures and viewpoints have enriched thinking.]

The discussion boards are a way for you to interact with your peers in a manner that allows you to grow and stretch your thinking. To be successful a few items needs to be included in your initial post. There is a rubric that details those requirements. First and foremost, you must relate your post back to your readings. This is why it is extremely important to read the material. There is an example of a great discussion post located in the Exemplars menu in Blackboard. I highly suggest you examine this document. For participation, you must respond to 3 peers post before the due date.

**Field Work** Course Objective 1 (170 pts; initial placement confirmation 5 pts, 4 journals at 20 pts each; final reflection paper 80 pts; time log- required to receive credit 5 pts)

[Capstone Objective: Participate in activities that promote the common good.]

You will complete a minimum (more is always encouraged) of 15 hours in a Service Learning experience, keep a journal, and reflect on collaboration strategies. This is not an optional activity for this course. Failure to complete this assignment is grounds for failure in the course. It is critical that you find your placement within the first week of class. Due to our short schedule during summer this is very important to your success. Anyone without a placement after the first week must contact me for assistance. I do understand people are busy, have families, and work, but these are the requirements of this course. See complete details on Blackboard.

**Ethics Case Study** Course Objective 5 (50 pts) DUE Saturday, AUGUST 6, at 10:00 PM

[Capstone Objective: Utilize decision-making strategies that include an ethical analysis.]

You will analyze a case study that presents an ethical dilemma related to family, school, and/or community. A worksheet will be provided to assist you in your analysis of the case study you are provided. You will also have a rubric to assist you. Based on your analysis, you will write a personal reflection on ethical situations. More information can be found in Blackboard.

**Action Plan** Course Objective 4 (100 pts) FINAL COPY due JULY 23, at 10:00 PM

*You may work alone, with a partner, or in a group.*

I highly advise and recommend you work with someone on this. It is not easy and can be difficult to generate ideas.

Students will have an opportunity to create an action plan. This is probably the most difficult of the activities because it requires reflective and critical thinking. If you work with a partner or in a group, here are some things to consider.

1. You do have to communicate (so if you are the procrastinator of the group, you will have to work on this)
2. You will turn in one assignment for the group
3. You will provide individual and peer feedback
4. Get creative. You can use google docs, etc. to work on this together. I can also set up a GotoMeeting for you to work together live.

**Final Examination** Objectives 1-7 (20 pts) Due Aug 12, 10:00 PM

The final exam, offered online, systematically examines the student’s knowledge, comprehension, and ability to apply and analyze information from class presentations, reading materials, modules, discussions, and group projects using essay questions. The final exam includes material based on readings in the textbook and in lessons presented in Blackboard for DFST 3423 MODULES. Students are encouraged to take notes on readings and online modules. The final exam will be essay and require the students to analyze and apply course information. There will be a question related to each objective from the course and a rubric detailing scoring procedures. This exam is in essay format and addresses the GOALS of the course.

***There is no extra credit for this course.***

**Grading**Grades will be assigned using the following scale:

412-460 = A

366-411 = B

320-365 = C

274-319= D

273 or below= F

**Accessing Grades-** You will be able to see the gradebook in Blackboard; to view comments you must log into Blackboard **with a computer**. You cannot see comments from your phone. If you have a question about your grade, please ask.

**Assignment Submission Instructions**All submission of assignments should be in the following format. LastnameFirstnameAssignmentname. An example would be MitchellYolandaActionPlan. It is critical you follow this format.**ALL assignments must be submitted to Blackboard; I do not accept assignments by e-mail.**

**Late Work***-* ***Late work will be accepted up to one week after the due date.*** *All late work will result in a 25% penalty off the grade whether it is one minute late or 3 days late, regardless of the reason.* Work will not be accepted after one week. It is the student’s responsibility to turn in the work and inform the instructor that you have submitted the work.

*Tentative* Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic/Reading**  ALL materials you will need for each week will be found in the modules. | **Assignments**  **Due on Saturday 10:00 pm of week unless otherwise noted** *(see final two weeks for a different schedule)* |
| **June 6 -11** | Blackboard Module Introduction  Found in Blackboard under Modules. | * Complete all information under the introduction Module. * Contact with an organization MUST be made by the end of this week. Placements due by Saturday at 10:00. * SYLLABUS QUIZ DUE June 11 at 10:00 PM * Introductions Due by Saturday at 10:00 PM * Introductory Reflection Due by Saturday at 10 PM |
| **June 12-18** | Module 1 | * Readings listed in Module * Watch videos * Initial response to discussion board due Saturday at 10 PM |
| **June 19-25** | Module 2 | * Readings listed in Module * Watch videos * Peer Reponses to Board 1 due Saturday at 10 PM * Journal 1 Complete by Saturday at 10:00 PM |
| **June 26- July 2** | No module this week. Work on Individual or team Action plan. | * Begin your Action Plans! * Watch the VIDEO First. You can find this in Module 2 assignments. |
| **July 3-9** | Module 3 | * Readings listed in Module * Watch any videos * Discussion Board 2 Initial Response due Saturday at 10:00 PM |
| **July 10-16** | Module 4 | * Readings listed in Module * Watch videos * Responses to discussion 2 due Saturday by 10:00 PM. * Action Plan assessments should be complete * Journal 2 Should be Complete by Saturday at 10:00 PM |
| **July 17-23** | Module 5 | * Readings listed in Module * Watch videos * Initial response to discussion board 3 due Saturday by 10:00 PM. * FINAL Action Plans submitted |
| **July 24-30** | Module 6 | * Readings listed in Module * Watch videos * Responses to discussion 3 due Saturday by 10:00 PM. * Journal 3 Complete by Saturday at 10:00 PM * Begin Ethics Case Study. |
| **July 31—Aug 6** | Module 7 | * Readings listed in Module * Watch videos * Initial response to discussion board due Saturday by 10:00 PM. **THERE IS NO RESPONSE DUE FOR THIS BOARD. IT IS ONLY THE INITIAL POSTING.** * Ethics Case Study and reflection due Saturday by 10:00 PM |
| **Aug 7-12** |  | * Final Journal must be complete by WEDNESDAY at 10:00 PM * Final Reflection Paper due by Wednesday at 10:00 PM * Aug 12 Final Exam due |

The Instructor reserves the right to modify or change this schedule to best meet the needs of the students.

**COURSE POLICIES AND UNIVERSITY REQUIREMENTS**

**TECHNICAL REQUIREMENTS / ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspect of the course.

**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?subject=Blackboard%20Learn%20Course%20Support)  
-Phone: 940.565-2324  
-In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

Hardware and software necessary to use Bb Learn: <http://www.unt.edu/helpdesk/bblearn/>  
Browser requirements: [http://kb.blackboard.com/pages/viewpage.action?pageId=84639794](http://kb.blackboard.com/pages/viewpage.action?pageId=101285989)Computer and Internet Literacy: <http://clt.odu.edu/oso/index.php?src=pe_comp_lit>  
Necessary plug-ins: <http://goo.gl/1lsVF>   
Internet Access with [compatible web browser](http://kb.blackboard.com/pages/viewpage.action?pageId=101285989)   
Headset/Microphone (if required for synchronous chats)   
Word Processor *[Other related hardware or software necessary for the course]*

**Minimum Technical Skills Needed:**Examples include:

* Using the learning management system
* Using email with attachments
* Creating and submitting files in commonly used word processing program formats
* Copying and pasting
* Downloading and installing software
* Using spreadsheet programs
* Using the Wiki feature on Blackboard

**ACCESS & NAVIGATION**

**Access and Log in Information**This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>

**ATTENDANCE AND PARTICIPATION**

It is my expectation that you are logging in regularly to the course to read, comment, and check on information. This has a direct correlation on how well you perform in the course. If you were taking this class face to face, you would be coming to class 2-3 days and week. My expectation is that you are logging in 2-3 days per week to participate in the class. Please note that your participation and attendance is very important to your success and me. I will be in contact if I do not see you online. I am typically online daily.

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>.

**Student Resources**

As a student, you will have access to:

* Student Orientation via Blackboard Learn. Become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
* Blackboard’s [On Demand Learning Center for Students](http://ondemand.blackboard.com/students.htm) . Become familiar with the tools and tutorials to better equip you to navigate the course.
* From within Blackboard, you will have access to the “*UNT Helpdesk* “ tab which provides student resources and Help Desk Information.

**Being a Successful Online Student**-[What Makes a Successful Online Student?](http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp)  
-Self Evaluation for Potential Online Students

**How the Course is Organized**   
The course is designed in learning modules. Each module contains all the necessary information about the course objectives, including readings, assignments, and videos. When all else fails, check the module. You will be randomly assigned to a collaborative learning group for discussions of course material and one project. Through collaborative learning teams, you will engage in teamwork through which you can learn from each other and prepare you for teamwork in your future professional lives. Working in a team involves skills such as higher level and critical thinking, negotiating, feedback, communication, problem solving, project management, and interpersonal relationships. All of these skills relate directly to the course objectives. Students are expected to complete reading before participation with teams and be prepared for interactions with team members. Procrastination on the discussion boards and the team project will result in your grade being lowered. It is suggested that you start early on these assignments and finish early. All students are expected to participate according to their team’s agreement for working together and evaluate their group peers as part of the grading process. Students should attempt to resolve team conflicts and problems but should ask for intervention from the instructor or graduate student mentor if needed.

**What Should Students Do First?**When you log in to Blackboard Learn, you will see a menu bar on the left hand side of the course. There is a variety of information located here. Please begin by reading the syllabus in its entirety. From there, I suggest starting with the course modules. The module due dates are listed in the course schedule. Please make sure you are aware of due dates by viewing and printing the class schedule. Due dates are firm.

**Student Support Services**

Also known on 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.

**SCHOLARLY EXPECTATIONS**   
All works submitted for credit must be original works created by the scholar uniquely for the class.  It is considered inappropriate and unethical to duplicate a single work for multiple classes.

**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>
* Course Library Page- <http://guides.library.unt.edu/dfst3423>
* UNT Computing and Information Technology Center:   
  <http://citc.unt.edu/services-solutions/students>
* UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>
* Computer Labs: *[provide information if departmental labs are available for use to students*]. General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

**COURSE REQUIREMENTS**

**This class in 100% online and students will be expected to log-in frequently to read announcements, complete assignments, and communicate with the instructor and classmates.**

**Readings Assignments**

Reading assignments and on-line lessons are provided for your convenience to help you understand the material at a deeper level. It is the expectation that all material is read thoroughly to be successful on quizzes and exams; this includes links to other websites.

**Format**

Lessons are participatory and require students to learn by analyzing and applying knowledge and discussion of ideas, primarily through assigned Cooperative Learning Teams. You are expected to follow the schedule of lessons to participate fully in the assigned Cooperative Learning Team and collaborate in learning with the other students.

**Submission of Assignments**

Assignments should be submitted prior to the due date to avoid any technical issues that may arise. Employment, time management, and computer problems are examples of excuses that are not valid. Follow instructions on LEARN and/or call the student help line if a technical problem arises. A windstorm and lack of electric power is an example of a verifiable excuse for lack of computer access. However, there are free access computer labs available on campus and in libraries in communities.

All written assignments should be professional in appearance. Your work is expected to be at the level of a professional in the field and well edited. Written work should be spelling, grammar, and typographical error free. Points will be deducted for any assignment not meeting these expectations.

**Due Dates**

Due dates for all assignments and quizzes are Saturday by 10:00 PM with the exception of Module 7 and the Final Exam. See the calendar for those dates.

**COLLABORATIVE LEARNING TEAMS:**

You will be randomly assigned to a collaborative learning group for weekly discussions of course material and one three-part project. Through collaborative learning teams, you will engage in teamwork through which you can learn from each other and prepare for teamwork in your future professional lives. Working in a team involves skills such as higher level and critical thinking, negotiating, feedback, communication, problem solving, project management, and interpersonal relationships. Students are expected to complete readings before participation with teams and be prepared for interactions with team members. All students are expected to participate according to their team’s agreement for working together and evaluate their group peers as part of the grading process. Students should attempt to resolve team conflicts and problems but should ask for intervention from the instructor or graduate student mentor if needed.

**COURSE DELIVERY**:

**LEARN Course –** 100% online at <https://Learn.unt.edu>**.** All students who have not taken a course on LEARN should begin the course by learning how to navigate **LEARN through the** [On Demand Learning Center](http://ondemand.blackboard.com)**, available after you log in.** Click on Help Desk on the tool bar for further information including how to configure your computer if you are using a computer other than a General Access Computer Laboratory on campus. This will be especially important if you are using the chat features of LEARN.

**EAGLE CONNECT:** All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

**COMMUNICATIONS POLICY:**

✓ Check for announcements often and respond to LEARN email and discussion boards several times a week.

Contact your instructor by email only for questions about the course that cannot be answered by reading the syllabus or lessons on LEARN: requirements, assignments, exams, or grades.

✓During the week you will receive a response to questions sent by LEARN within 24-48 hours. On the weekends, expect to wait 48 hours for a response. During times when the instructor is unavailable, an announcement will be posted and questions should be directed to the teaching assistant only.

✓ Course questions may be posted in the General Discussion Board as students often have the same questions. Please do not include “technical” questions.

✓ This course is a Distance Learning Course. Cooperative Learning Team work should only be done through the LEARN discussion, or chat tools. No face-to-face meetings are required or needed. You do not have to be on at the same time either.

✓ LEARN is a public site. You are advised not to exchange personal contact information through LEARN.

**Tools Used in the Course**

*Information about the communication tools in the course and how they will be used:   
- Announcements-* announcements will be posted to allow students the opportunity to see what will be done in the week to come *- Blackboard Collaborate-*used for students to meet and discuss information *- Blackboard IM-*used to communicate with peers or the instructor *- Email / Messages –*Main means of communication between the student and the instructor.  *-Discussions-*individual and whole group methods of communication about the course content.

*-Wiki-* used to post some assignments for feedback from peers*.*

**Interaction with Instructor Statement***:* There are two primary methods of communication for this course. If you have a personal concern or question please use email to contact me at [Yolanda.mitchell@unt.edu](mailto:Yolanda.mitchell@unt.edu). If you have a general question about the course or an assignment that all students would benefit from hearing an answer to, please use the discussion board Q and A. The Q and A is for questions only. Please do not use the Q and A for personal questions or concerns. Students should expect to have all assignments graded within two weeks of the due date. This may be sooner but please allow two weeks for grading. Communication in the course should be professional. Please avoid the use of texting language when sending emails. Writing should be at a college level.

**Assignment Policy**The due dates for all assignments may be found on the course schedule and each module. This schedule is subject to change to benefit students. Assignments should be saved as .DOC or DOCX files for access. If you cannot save as a .doc or .DOCX then you may save as a .PDF. All assignments should be submitted in Blackboard Learn. Please do not submit assignments via email. There are no extra credit assignments for this course.

**Class Participation**Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects. *Information about the University of North Texas’ Attendance Policy may be found at:* [*http://policy.unt.edu/policy/15-2-5*](http://policy.unt.edu/policy/15-2-5)

**Virtual Classroom Citizenship**The following information provides you with expectations about course netiquette. Netiquette is the expectations of appropriate behavior and interaction while in the online course.

1. The first thing we all need to remember is that while we are online, we are all still humans. Please treat everyone with the same dignity and respect you would if you were in a face-to-face course. Your comments should not be personal attacks in nature but constructive comments to support the learning. Asking questions are an important part of this process.

2. Participate in this course as if you would participate in a discussion with a peer. Make sure you log in often (2-3 times per week is the expectation) to read, comment, and reflect on one another’s post. Read what other people have written, answer questions that are asked of you and do not wait until the last minute to post.

3. Respect the learning taking place. Many of the assignment you will have in the course require you to collaborate with others. If you are not participating, you are preventing others from participating fully.

4. Be clear and concise in your posts. Make sure you are answering the question and responding with a thoughtful response.

5. Language used should be at the collegiate level. In posts, avoid the use of texting language. Keep this professional.

6. Avoid the use of all caps to type a post. This is interpreted as yelling online and can be construed as disrespectful.

7. Make sure your posts add something to the conversation. We do not want to just say what someone else has said. We want to hear your original thoughts.

8. Your replies should be more than "I agree". Why do you agree? How can you add value to the discussion?

9. No flaming. In a debate, be open-minded and respect the person's opinion. Back up your own opinion with proof to support your case. Do not resort to name-calling, inflammatory remarks, or tantrums.

10. Respect the diversity of the course membership. We are all from different backgrounds. Be careful not to make judgments about others or their situation.

If we follow these rules, we can build a community of learners that feel safe and confident to express their thoughts.

**Incompletes***Incompletes will only be granted in extenuating circumstances. I did not have time is not an extenuating circumstance. You must be passing at the time an incomplete is requested and there must be a verifiable medical situation or other excuse that is documented. The student must initiate the request and must complete the paperwork. Just because the instructor allows the incomplete does not mean it will be approved. It has to be approved by the department head and dean.*

**Copyright Notice**Some or all of the materials on the course website 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*](http://copyright.unt.edu/content/sample-copyright-notices)*]* Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

**Administrative Withdrawal**The instructor may drop a student for non-attendance. *Do not assume this will be done.*

**Syllabus Change Policy**Should the need arise, due dates may be delayed to benefit the student if there is a reason deemed necessary by the instructor. Reasons may include severe weather or power outages.

**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 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**

**ACADEMIC DISHONESTY**

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or alternative sanctions, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized

assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**ACCEPTABLE STUDENT BEHAVIOR**

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

**ACCESS TO INFORMATION – EAGLE CONNECT**

Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu.](http://www.my.unt.edu/) All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e‐mail: <http://eagleconnect.unt.edu/>

**ADA 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. For additional information, see the Office of Disability Accommodation website at [http://disability.unt.edu.](http://disability.unt.edu/) You may also contact them by phone at (940) 565‐4323.

**EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you 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 system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and

students. Please make certain to update your phone numbers at [http://www.my.unt.edu.](http://www.my.unt.edu/) Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**RETENTION OF STUDENT RECORDS**

The instructor of record maintains student records pertaining to this course in a secure location. All records such as exams, answer sheets, and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy, the Family Educational Rights and Privacy Act (FERPA) laws, and the university’s policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

**STUDENT EVALUATION OF TEACHING (SETE)**

Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**SUCCEED AT UNT**

UNT endeavors to offer you a high‐quality education and to provide a supportive environment to help you learn and grow. Moreover, as a faculty member, I am committed to helping you be successful as a student. Here is how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/.](http://success.unt.edu/)

**Add/Drop Policy**To drop a class login at [www.myunt.edu](http://www.myunt.edu) and follow the directions.

# 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 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.