University of North Texas at Dallas
CDFS 2033 Parenting in Diverse Families
Spring 2024

School of Behavioral Health and Human Services	Department of Counseling and Human Services

Instructor Name:	Dr. Crystal Benjamin, CFLE
Office Location:	Online/ DAL 1 105A
Office Phone:	972-339-1350
Email Address:	crystal.benjamin@untdallas.edu

Office Hours:	Tuesdays 8:00am – 10:50am; 5:00pm – 5:50pm (in person & via Zoom) Thursdays 8:00am – 12Noon (via Zoom)
Classroom Location:	**100% Online**
Course Catalog Description:	Commonalities and differences in parenting, caregiving and family life are emphasized from systems, ecological and cross-cultural perspectives. Parenting and caregiving in diverse family forms and cultures are studied in relation to adult-child interactions, parent/school/community relations, family roles, laws, and parenting skills. Satisfies the Cross-cultural, Diversity and Global Studies requirement of the University Core Curriculum.

Prerequisites	**None**
Required Text:	American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. Marotx, L. R. & Kupzyk, S. (2018). *Parenting today's children: A developmental perspective* (1st ed.). Cengage

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-1616
	     web: http://www.untdallas.edu/library
	     email: library@untdallas.edu
	 UNT Dallas Bookstore:
	     phone: (972) 780-3652
	     web: http://www.untdallas.edu/bookstore
	     e- mail: untdallas@bkstr.com

Supported Browsers: Chrome 67 & 68 Firefox 60 & 61 Flash 29, 30 (for audio/video) Internet Explorer 11 Edge 41, 42 Respondus Lockdown Browser Safari 10, 11 **Supported Devices:** iPhone Android Chromebook (Tablet users can use the Canvas app) **Screen Readers:** VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) Note: There is no screen reader support for Canvas in Chrome	**Access Canvas via** untdallas.instructure.com • **Username**: your EUID # • **Password**: your password **Getting Help with Canvas:** **Canvas 24/7 Phone Support for Students: 1-833-668-8634** **Canvas Help Resources:** **Web:** Canvas Student Guide **For additional assistance, contact Student Assistance (Distance Learning):** Founders Hall, Rm 124 phone: (972)338-5580 email: distancelearning@untdallas.edu *If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress. If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.*

Course Goals or Overview:
The goal of this course is to provide students with an in-depth knowledge of families, and diverse issues surrounding the family system. A number of issues facing the family will be discussed, including traditional and non-traditional families, parenting styles, and caregiving. Both family systems and social ecological theories will be emphasized.
Learning Objectives/Outcomes: At the end of this course, students will be able to:
1. Explain the role of parenting from a family systems perspective.
2. Analyze the ecological context of parenting and family life in diverse families.
3. Compare and contrast beliefs and practices of traditional and non-traditional families.
4. Examine how families approach diverse challenges within the family structure.
5. Describe contemporary strategies for effective parenting in all families.
6. Identify community resources which support and strengthen all families.

Online Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via Canvas mail or Canvas announcement. This course may involve opportunities for students to participate in field trips, extra credit assignments, experiential learning activities, and additional readings.

Schedule	Topic	Activities	Due Date
Week 1 **Jan. 15 – Jan. 21, 2024**	Getting to Know Each Other	Review & Sign Syllabus Agreement	Wednesday 17th January 2024 by 11:59PM CST
		Introduction Discussion Board Video	Friday 19th January 2024 by 11:59PM CST
		Introduction Discussion Board - Responses	Sunday 21st January 2024 by 11:59PM CST
Week 2 **Jan. 22 – Jan. 28, 2024**	**Chapter 1** Parenting in Historical, Cultural, and Theoretical Contexts	Discussion Board 1 Responses (based on Chapter 1)	Wednesday 24th January 2024 by 11:59PM CST
		Discussion Board 1 Responses (based on Chapter 1)	Friday 26th January 2024 by 11:59PM CST
Week 3 **Jan. 29 – Feb. 4, 2024**	**Chapter 2** Contemporary Families	Discussion Board 2 Post (based on Chapter 2)	Wednesday 31st January 2024 by 11:59PM CST

		Discussion Board 2 Responses (based on Chapter 2)	Friday 2nd February 2024 by 11:59PM CST
Week 4 **Feb. 5 – Feb. 11, 2024**	**Chapter 3** Understanding, Supporting, and Collaborating with Families	Discussion Board 3 Responses (based on Chapter 3)	Wednesday 7th February 2024 by 11:59PM CST
		Discussion Board 3 Responses (based on Chapter 3)	Friday 9th February 2024 by 11:59PM CST
Week 5 **Feb. 12 – Feb. 18, 2024**	**Chapter 4** Becoming a Parent	Discussion Board 4 Responses (based on Chapter 4)	Wednesday 14th February 2024 by 11:59PM CST
		Discussion Board 4 Responses (based on Chapter 4)	Friday 16th February 2024 by 11:59PM CST
Week 6 **Feb. 19 - Feb. 25, 2024**	**Chapter 5** Parenting Styles and Children's Socialization	Discussion Board 5 Responses (based on Chapter 5)	Wednesday 21st February 2024 by 11:59PM CST
		Discussion Board 5 Responses (based on Chapter 5)	Friday 23rd February 2024 by 11:59PM CST
Week 7 **Feb. 26 – Mar. 3, 2024**	**Chapter 6** Parenting Infants **Chapter 7** Parenting Toddlers	Discussion Board 6 Responses (based on Chapters 6 & 7)	Wednesday 28th February 2024 by 11:59PM CST
		Discussion Board 6 Responses (based on Chapters 6 & 7)	Friday 1st March 2024 by 11:59PM CST
Week 8 **Mar. 4 –** **Mar. 10, 2024**		**Mid Term Exam –** **Experiential Learning Activity**	**Sunday 10th March 2024 by 11:59PM CST**
Week 9 **Mar. 11 –** **Mar. 17, 2024**	**Spring Break**	**Spring Break**	**Spring Break**
Week 10 **Mar. 18 –** **Mar. 24, 2024**	**Chapter 8** Parenting Preschool-Age Children	Discussion Board 7 Responses (based on Chapter 8)	Wednesday 20th March 2024 by 11:59PM CST
		Discussion Board 7 Responses (based on Chapter 8)	Friday 24th March 2024 by 11:59PM CST
Week 11 **Mar. 25 - Mar. 31, 2024**	**Chapter 9** Parenting School-Age Children	Discussion Board 8 Responses (based on Chapter 9)	Wednesday 27th March 2024 by 11:59PM CST
		Discussion Board 8 Responses (based on Chapter 9)	Friday 31st March 2024 by 11:59PM CST
Week 12 **Apr. 1 – Apr. 7** **2024**	**Chapter 10** Parenting Early Adolescent Children	Discussion Board 9 Responses (based on Chapter 10)	Wednesday 3rd April 2024 by 11:59PM CST
		Discussion Board 9 Responses (based on Chapter 10)	Friday 5th April 2024 by 11:59PM CST

Week 13 Apr. 8 – Apr. 14, 2024	Chapter 11 Parenting Middle and Late Adolescent Children	Discussion Board 10 Responses (based on Chapter 11)	Wednesday 10th April 2024 by 11:59PM CST
		Discussion Board 10 Responses (based on Chapter 11)	Friday 12th April 2024 by 11:59PM CST
Week 14 Apr. 15 – Apr. 21, 2024	Chapter 12 Parenting Young Adult Children	Discussion Board 11 Responses (based on Chapter 12)	Wednesday 17th April 2024 by 11:59PM CST
		Discussion Board 11 Responses (based on Chapter 12)	Friday 19th April 2024 by 11:59PM CST
		Youth Mental Health First Aid Training – Upload Certificate	**Sunday 21st April 2024 by 11:59PM CST**
Week 15 Apr. 22 – Apr. 28, 2024	Chapter 13 Family Violence and Child Maltreatment	Discussion Board 12 Responses (based on Chapters 13 & 14)	Wednesday 24th April 2024 by 11:59PM CST
	Chapter 14 Parenting Children with Exceptionalities	Discussion Board 12 Responses (based on Chapters 13 & 14)	Friday 26th April 2024 by 11:59PM CST
Week 16 Apr. 29 – May. 5, 2024		**Resource e-Book**	**Friday 3rd May 2024 by 11:59PM CST**
		Final Reflection Paper	**Sunday 5th May 2024 by 11:59PM CST**
Week 17 May 6 – May 12, 2024	**Final Exam Week**	**Course Shell Closes**	**Course Shell Closes**

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

1. **Upload Syllabus Agreement**

Students are required to review the course syllabus in its entirety at the beginning of the course. The syllabus includes due dates, policies, etc. After students have reviewed the syllabus, students will sign the syllabus agreement. Students will upload their signed agreement to Canvas. **Please take note that you need to upload the syllabus AND syllabus agreement as one document.** You can sign the Syllabus Agreement via Adobe Acrobat. Students have access to Adobe Acrobat for free. **NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the**

policy. https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true

2. **Introduction Video Discussion Board**

This activity is an opportunity for students to get to know their instructor and their colleagues. Students will create a video of themselves on YouTube and upload it to the Discussion Board. Please ensure that your video meets the following guidelines:

- The video must be at least 30 seconds in length.
- Share your name, classification (ex: Junior, Senior), major, career aspirations, and projected graduation date.
- You need to respond to four (4) other peers who have introduced themselves to the class & each response should be no less than 50 words in response to your peers.
- Submission on time initial post and response to peers.
- I have included instructions for creating Youtube videos and embedding that video in Canvas.

NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.
https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true

3. **Twelve (12) Discussion Boards Posts**

Discussion boards allow students to interact with their peers as well as utilize critical thinking skills to respond to thought provoking questions. Students will post responses to each Discussion Board question by the set due date. Students will also respond to two (2) peers on each Discussion Board by the due date. Students' initial response to the discussion question will be in APA format:
- a minimum of 150 words for each prompt, and
- a minimum of two in text citations from your readings for each prompt and
- a minimum of 50 words to each of your peers.

Initial response is worth 10 points and your response to your peers is worth 5 points. APA 7th ed. writing guidelines are required. Posting to your peers requires in text citations and references as well. You must support your response with your readings, theory or empirical research. *Please avoid quoting directly from the book. Read the information and put it in your own words (paraphrase) and include citations. When you paraphrase, it is an opportunity for you to show off your knowledge.* **NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.**
https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true

4. **Mid Term Exam – Experiential Learning Activity**

The mid-term exam is an opportunity for students to demonstrate their knowledge and understanding of the course materials. Parents may need guidance on selecting appropriate childcare for their children. As budding professionals, it is important for students to be able to assess childcare centers and determine whether they meet the minimum requirements and standards. For this exam, students will gather

information about a local childcare provider, writing a summary/reaction of their findings and include their recommendations for improvement. Students will use the following list of questions as their guide:

- What are the teacher/staff credentials? Do teachers have an early education background, and do they receive ongoing supervision and training?
- Is there an appropriate ratio of adults to children?
- Are the group sizes small?
- Is the environment clean, safe, and large enough for the number of children present?
- Are nutritious meals provided?
- Are there varied opportunities for learning? What types of activities are organized and presented? Are the toys and equipment developmentally appropriate? Are there enough toys so that children do not always have to share?
- Are teachers sensitive to diversity?
- How do teachers/staff communicate with one another and with the children?
- How do teachers/staff partner with parents? Are parents welcome to visit? How is information communicated between home and school?

NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.
https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true

Mid-Term Exam Guidelines:

1. Provide a summary of your findings
2. Provide your reaction to your findings
3. Provide recommendations on how the childcare center can improve
4. Students will for the APA 7th edition guidelines
5. Please use headings to organize your paper (Headings should include: Summary, Reaction, Recommendations)

The grading criteria was added to the Mid-Term Exam Assignment area of Canvas.

NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.
https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true

5. **Youth Mental Health First Aid Training**

The Youth Mental Health First Aid course teaches adults how to recognize and support children and youth who experience a mental health or substance use issue. This course is offered FREE through a grant to anyone who lives, works, worships, goes to school, or provides service or support to anyone in Dallas, Ellis, Hunt, Kaufman, Navarro, and Rockwall counties. The training includes two parts: (1) pre-session work that is self-paced and must be completed before the training session. (2) a training session that lasts approximately 6 – 8 hours (breaks included). The training session is conducted online via Zoom. Students will review the Youth Mental Health First Aid training schedule at the begin of the semester, select a day

and time that works for them, complete the training and upload certificate to the Youth Mental Health First Aid Training Assignment section of Canvas. For questions about the Youth Mental Health First Aid course, please contact: mhfa@ntbha.org and keep me informed of the feedback you receive. **NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.** **https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true**

6.   **Resource e-book**
As a budding professional, it is important to become familiar with community resources which support and strengthen all families. For this assignment, students will research community resources available in the Dallas/Fort Worth area to support (1) **children with exceptionalities and their families** and (2) **families dealing with violence**. This could include educational support programs, financial support, and socio-emotional support services. Students will create a resource e-book that will direct parents and caregivers to providers that can meet the needs of families in these circumstances (**children with exceptionalities and their families** and (2) **families dealing with violence**) with:
- Name of the organizations (include at least six (6) resources total – three (3) resources for each family dynamic mentioned above (ie. 1. Children with exceptionalities and 2. Families dealing with violence)
- Brief description of each organization's services
- Contact information (website, address, and phone numbers)

The grading criteria was added to the Resource e-book Assignment area of Canvas. **NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.** **https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true**

7. **Final Exam - Reflection Paper**
The objective of this written assignment is to assess the impact of subject matter on students. Students will reflect on this course and write a two-page (minimum) reflection paper on what they believe to be the most important components/topics of this course. What stood out to you the most in this Parenting in Diverse Families course and what you have learned. Students should reflect on at least 5 chapters and/or specific assignments. *Please avoid quoting directly from the book. Read the information and put it in your own words (paraphrase) and include citations. When you paraphrase, it is an opportunity for you to show off your knowledge.* **NB: No late assignments will be accepted unless students communicate with the instructor either before the assignment due date or within 2 business days after the assignment was originally due. In exceptional circumstances, students may be allowed to submit late assignments if they meet the requirements outlined in this policy. It is essential to proactively communicate with the instructor to discuss any challenges or unforeseen circumstances that may affect timely submission. See the link to the policy.** **https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true**

Grading Matrix:

Activities/Assignments	SLOs	Value
Syllabus Agreement		25 pts.
Video Introduction		25 pts.
Discussion Boards Posts & Responses - 12@ 25	1,2,3,4,5,6	300 pts.
Mid Term Exam – Experiential Learning Activity	1, 2, 6	150 pts.
Resource e-Book	6	100 pts.

Youth Mental Health First Aid Training	1, 5, 6	100 pts.
Final Exam – Reflection Paper	4,5	200 pts.
Total		**900 pts**

Grade Determination by Points
A = 810 - 900
B = 720 - 809
C = 630 - 719
D = 540 - 629
F = 539 and below

Instructor Response Time
The instructor is asking that all methods of communication be addressed through Canvas messages. The instructor will check messages twice a day. The instructor will respond back to students within two business days. The instructor is not available after 10 pm during the week. The instructor is not available during the weekend and holiday periods. Students will receive a response the next business day when emails are sent during the weekend. The instructor will do her best to respond to all emails in a timely manner. All emails sent by students to the instructor's untdallas.edu email will not be responded to, please email through Canvas messages.

To log directly into Canvas, go to. untdallas.instructure.com. You will need to use your EUID and password. **For more information on accessing Canvas** go to - Accessing Canvas.
Be sure to format your email communications using the following guidelines below:

1. In the subject line of the email state the course name and the purpose for the email. (Example: CDFS 2033 Parenting in Diverse Families - Question about an assignment).

2. Address the email by stating the professor's name you are sending the email to.
Example: Dr. Benjamin. Do not state Mrs. or Ms. Benjamin because these prefixes are not the professor's professional title.
3. In the body of your email state your question and comments. Be clear and specific.

4. Make sure emails are free of spelling, grammatical and capitalization errors close the email by including your first and last name and student ID #.

SAMPLE Canvas Message
Subject: CDFS 2033 Parenting in Diverse Families - Question about an assignment

Dr. Benjamin,

I had a question about Assignment #1.

Yours sincerely,
Renee Clarke
Student ID#: 23456789

How Students Should Proceed Each Week for Class Activities:
Each week you must access Canvas and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the Assignments in each module for a description of required assignments. Assignments are due by the dates and times provided on the course timeline.

Overall Course Participation
Students will often be required to communicate regarding course concepts through discussion boards and assignments. Remember to use proper etiquette and protocol for participating in online activities: be respectful, courteous, and professional at all times!

Course Assignments and Evaluations
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: 1) on-class activities, 2) discussion boards, 3) major projects, 3) written assignments and 4) exams

Class Participation
Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion questions posted for each module as well as to classmate postings. Students are expected to actively participate in EACH module's discussion. The faculty role is as an observer and facilitator.

Instructor Expectations and Classroom Guidelines
Assignment Submission Instructions and Requirements: You are expected to actively participate in the learning process. This course will utilize various instruments to determine student grades and proficiency of the learning outcomes for the course. Multi-methods may be used including activities, presentations, audiovisuals, case analysis, simulation exercises, films, debates, guest speakers or a general exchange of ideas.

Use of Canvas: It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell twice daily if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smart phones, tablets, and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas using mobile devices such as smartphones and tablets, some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment. Students must have a media player downloaded on their computers. To find out how to download a media player (and other software) on your computer. It may be necessary to download an older version of Realplayer to be able to view the videos. Please

test the videos immediately to be sure you can open them**.**

General Assignment Submission Guidelines

1. Writing and referencing should conform to the writing style and reference guidelines found in the Publication Manual of the American Psychological Association (7th ed.).

2. Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one-inch margins.

3. Use a Title Page, and make it APA style with your name, course name and number, assignment/project title, the date, my name, and the university name.

4. Use page numbers right margin per APA. Running heads for this class are not necessary.

5. Always write an introductory paragraph for writing assignments and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.

6. Caveat for all assignments and projects: Please be careful and attend to issues of grammar, spelling, and presentation.

   a. DO NOT USE CONTRACTIONS in academic writing. This course's writing is academic and scholarly.

   b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second-, or first-person voice) throughout papers.

   c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. **Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation.** The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire to not find the evidence. One key way to avoid problems with plagiarism is to read the information, then put it in your own words and then cite the source you got the information from (not the source within the article or book you are getting you information). Write it the way you would tell it to your friends.

   d. Do not cite Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website. It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.

No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc unless

otherwise stated. Assignments are due on different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. All assignments schedule for this course are due on a Wednesday, Friday and/or Sunday by 11:59 pm (unless otherwise noted). All assignments should be saved with your Last name, First Initial Week and Assignment Title. For example, BenjaminC Week 1 Journal Article 1. For every assignment not saved in this format, five (5) points will be deducted.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO 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, DSO 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/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or in the Student Center Building, 1st floor.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure Course Management System's Accessibility Statement is also provided.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our

Course Evaluation Policy:
Student evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider student evaluations to be an important part of your participation in this class.

Assignment Policy: Submit all assignments in Canvas by 11:59 p.m. on the due date listed in the

syllabus**. Emailed assignments will not be graded.** Assignments may be submitted to TurnItIn. Be aware that TurnItIn is designed to detect plagiarism. In order to be fair to students who planned ahead, late assignments **will not be accepted** except for documented medical emergencies, deaths in the immediate family, natural disaster, or approval from instructor.

Exam Policy: Online exams are due on the date listed in the syllabus. Online quizzes and exams cannot be made up or done late NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures in the [Student Code of Academic Integrity](#) *Code 7.002 for complete provisions of this code.*

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed on the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [Registrar's Office](#) *for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.*

Inclement Weather and Online Classes: Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or

online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, discussion board forum threads and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the [Student Code of Student Rights Responsibilities and Conduct](#) *Code 7.001. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.*

Disruptive Behavior in an Instructional Setting:
Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (Policy 7.001) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: *In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.*

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see Canvas Student Guide.

Syllabus Agreement

I have read and understand the syllabus. I also understand it is my responsibility to adhere to the course guidelines and conduct myself in accordance to the following policies.

https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true

· There is no late work accepted (exceptions as provided by University Policy)

· To be successful in this course I will have to read every chapter.

· This course is writing intensive.

· I should regularly check Canvas so that I know what grades I'm receiving on assignments.

· I should regularly check Canvas so that I know if there are messages from the instructor.

· It is my responsibility to save my work before I post it into the Canvas website into the correct module for the week.

· By staying in the course beyond the drop date I am agreeing to the terms of this syllabus. Further, I have been informed and am aware that:

· Frustrations and difficulties are a normal part of the learning process, and that I should expect to experience them myself.

· My instructor is here to help me succeed by providing feedback on my progress, dispensing and explaining course content to me via the in-class meetings, and email/personal communications.

· The possibility for success lies squarely in my hands!

Printed Name: _____

Signature: _____

Date: _____