University of North Texas at Dallas
Spring 2024
Syllabus for CDFS 3315 Communication in Families

Department of	Child Development & Family Studies	School of	Behavioral Health & Human Services
Instructor Name:	Dr. Janice F. Moore, CFLE		
Office Location:	DAL 1 Suite 105 M		
Office Phone:	Microsoft Teams		
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Office Hours:	Monday, 4:30 p.m.-7:30 p.m. Virtual Tuesday, 8:00 a.m.-11:00 a.m. In Office		
Zoom Link	https://unt.zoom.us/j/7897915421		
Classroom Location:	DAL 1, Room 326		
Class Meeting Days & Times:	Wednesday, Face-to-Face on campus 11:00 a.m.-1:50 p.m. on 1/17, 1/24, 1/31, 2/7, 2/21, 2/28, 3/6, 3/20, 3/27, 4/3, 4/10, 4/24, 5/1		
Course Catalog Description:	Examination of interaction patterns, communication strategies and conflict resolution within the context of families.		
Prerequisites:	Completion of university core courses.		
Required Text:	American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. Galvin, K. M., Braithwaite, D. O., Schrodt, P., & Bylund, C. L. (2019*). Family communication: Cohesion and change* (10th ed.). Routledge.		
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) Respondus Lockdown Browser Safari 10, 11	**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:**		

Supported Devices:	Web: Canvas Student Guide
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*	**For additional assistance, contact Student Assistance (Distance Learning):** DAL 1, Rm 157 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 goals of this course are as follows -

The goal of this course is to examine family communication patterns and practices that promote and/or prohibit relational maintenance, conflict resolution, decision-making, family cohesion and adaptability.

Program Learning Outcomes

1). Students will demonstrate knowledge gained through classroom instructions and apply the knowledge learned through an experiential learning process within a child development setting.
2). Students will gain empirical knowledge through research activities emphasizing how to identify social & cultural influences effecting families, schools and communities.
3). Students will create resources to support the community while identifying healthy and   unhealthy characteristics pertaining to family relationships and family interactions.

4). Students will demonstrate professional behaviors that are reflective of ethical standards and industry practice through presentations, research, and practice.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

1	Explain basic communication theories, concepts, practices and principles.
2	Use family theories/models to explain communication and interaction patterns within families.
3	Describe family ecology and its effects on families.
4	Discuss literature and research findings regarding family communication.
5	Identify communication practices that promote family cohesion and adaptability.
6	Practice effective communication and conflict resolution.

Family Life Educator Certification	
Course content in CDFS 3315 emphasizes the Family Life Content Area V as identified by the National Council of Family Relations (NCFR).	**Family Life Education Content Area V:** Interpersonal Relationships- An understanding of the development and maintenance of interpersonal relationships.
The notes from this class should be retained to use for review purposes for the CFLE exam if needed.	

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Schedule	Topic	Activities	Due Date
Week 1 Jan. 15-21 Face-to-Face Class Jan. 17	Overview of Course Syllabus Introduction to the Family	In Class Self-Introductions Team Meeting Forms of Communication Video Team Communication Video Sign up Self-Introductions in Canvas Canvas	Jan. 17 Jan.17 Jan. 21
Week 2 Jan. 22-28 Face-to-Face Class Jan. 24	Functional Families	Chapter 1-What Is A Family? The Changing Family Video Functional Families Video Team Meeting	Jan. 24
Week 3 Jan. 29-Feb. 4 Face-to-Face Class Jan. 31	Process of Communication	Chapter 2-What is Family Communication? Non-verbal Communication Video Barriers to Communication Video Team Meeting	Jan. 31
Week 4 Feb. 5-11 Face-to-Face Class Feb. 7	Family Theories	Chapter 3-Family Communication Theories Creating an Elevator Pitch Jacqueline Polk, M.S., NCC Career Advisor, UNTD Career Services Team Meeting Team Article Review 1	Feb. 7 Feb. 11
Week 5 Feb. 12-18 No Class Meeting	Culture, Patterns and Meaning	Chapter 4-Communication Patterns and the Creation of Family Identity Family Observation Discussion Board 1 Post Discussion Board 1 Responses Elevator Pitch Assignment	Feb. 18 Feb. 18 Feb. 18 Feb. 18
Week 6 Feb. 19-25 Face-to-Face Class Feb. 21	Relational Maintenance	Chapter 5-Relational Maintenance Within Families Team Meeting	Feb. 21

Week 7 Feb. 26-Mar. 3 Face-to-Face Class Feb. 28	Intimacy and Self Expression	Chapter 6-Intimacy Within Partnerships and Families Team Meeting	Feb. 28
Week 8 Mar. 4-Mar. 10 Face-to-Face Class Mar. 6	Family Typologies	In Class Team Communication Video Presentation/Upload	Mar. 6
Week 9 Mar. 11-17 No Class Meeting Spring Break	Spring Break		
Week 10 Mar. 18-24 Face-to-Face Class Mar. 20	Family Roles Decision-Making in Families	Chapter 7-Communication and Family Roles Chapter 8-Power, Influence and Decision Making in Families Team Meeting Discussion Board Post 2 Discussion Board 2 Response Team Article Review 2 CFLE Assignment	Mar. 20 Mar. 24 Mar. 24 Mar. 24 Mar. 24
Week 11 Mar. 25-Mar. 31 Face-to-Face Class Mar. 27	Family Conflict	Chapter 9-Communication and Family Conflict Team Article Review 3	Mar. 27 Mar. 31
Week 12 Apr. 1-Apr. 7 Face-to-Face Class Apr. 3	Family Change/Life Course Issues/Stress and Coping	Chapter 10-Communication and Family Developmental Stress Team Meeting Discussion Board 3 Post Discussion Board 3 Responses	Apr. 3 Apr. 7 Apr. 7

Week 13 Apr. 8-14 Face-to-Face Class Apr. 10	Family Change/Life Course Issues/Stress and Coping	Chapter 11-Family Communication and Unpredictable Stress Team Article Review 4	Apr. 10 Apr. 14
Week 14 Apr. 15-21 No class meeting	Controversial and Current Issues	Chapter 12-Family Communication and Well-Being	
Week 15 Apr. 22-28 Face-to-Face Class Apr. 24	Generational Differences	Communication: Generational Differences in the Workplace Student Research and Presentation	Apr. 24
Week 16 April 29-May 5 Face-to-Face Class May 1	Final Exam Review	End of Semester Review Final Exam Review	May 1
Week 17 May 6-12 Final Exams		Final Exam due in Canvas	May 6

Course Evaluation Methods
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Participation
1). Class Participation (240 pts) – Students are expected to be present in class! This includes all scheduled face-to-face meetings and online. Students are also expected to come prepared and ready to contribute, in a meaningful way, to all class discussions. Each class meeting is worth 20pts. Students will work in Teams for some assignments. Students will also establish their Team's Assignment Timeline and responsibilities. This will be completed and uploaded with assignments. This is worth 5 points on all Team assignments. Students who do not complete their part of the Team assignment will receive a 5 point deduction from their grade.
2). Self-Introduction Discussion Board (20pts): This assignment includes two (2) parts. Use the discussion board labeled "Self-Introductions" to introduce yourself to your classmates. Begin a new thread and title your subject line with your Last Name, First Name.
     Part I (10 points): Instructions: Select one adjective that begins with the letter of your first name that describes you. Introduce yourself to us by using the adjective you selected above along with your
        full name. Tell us about:

- The major and degree you are working on
- State the what you hope to learn from the course
- Tell us what you plan to do after you finish at UNT Dallas.
- Share with us the city, and state where you currently live.
- What do you do when you are not online learning (work, hobbies, etc.)?
- Is there anything else you would like to share with us to help us get to know you (this could include family information, vacation/holiday plans, pets, specific research interests, etc.).

Part II (10 Points): Welcome Classmates: Due: See Timeline for Due Date

Welcome at least 2 of your classmates to this class by replying to their self-introduction posts.

Parts I and II are due by 9:00 p.m. on the due date.

3). Team Article Reviews (See the Timeline for the Due dates, 25pts each). Reviewing scholarly articles pertaining to research in the area of family sciences is a great way to increase your knowledge of the many variations of family life. For this assignment, students will perform research activities covering various topics related modern-day families.

<u>Assignment Instructions:</u> You will select a total of (4) four articles of your Team's choice discussing topics listed below within the area of family communication you find most interesting. You will use one article per article review assignment. The selected article dates must be from 2019-2024. The articles selected must also be research studies conducted over factors associated with family life. Your articles should include the following information: 1) Reference source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide the group's critique of the research study. Students will complete an article review of each article using the Article Review guide posted in Canvas. **Develop your article review document exactly as presented in the article review guide. Also include the article used to conduct the review with your submission. Thus, each article review assignment your Team uploads must include the article you drew the information from. Submit AR's on the due date. DO NOT ATTACH A LINK TO AN ARTICLE.**

Article Review #1—Topic: Family Identity or, Relational Maintenance or, Intimacy or Sexuality. See timeline for due date.
Article Review #2—Topic: Family conflict or Miscommunication patterns, or Commitment or non-verbal communication. See timeline for due date
Article Review #3—Topic: Initiate partner violence or child abuse (physical, emotional, sexual and neglect) or teenage dating violence or families of the incarcerated: See timeline for due date
Article Review #4—Topic: Stress and coping or, Family Crisis or Family cohesion, or Improving family communications. See timeline for due date.

4). Designated Team Discussion Boards (20 pts each) – Questions will be posted in Canvas related to class discussions and/or chapter readings. In a designated small group, students will individually respond to each question in an original post, and then respond to the original post of at least two (2) classmates. Each original post and should be 100 words and each response post should be 50 words. Postings and

responses need to be insightfully answered and grounded in empirical evidence (meaning you will support your response with evidence from the text and/or outside sources). An original post AND two response posts are required in order to receive credit for discussion boards. No partial credit will be given!

5). Certified Family Life Educator (CFLE) Credential (100pts). The NCFR is the national organization that governs the child development and family sciences discipline and issues the CFLE to eligible candidates. This credential is nationally recognized and designed to promote the family sciences scholarship using a multidisciplinary approach through education initiatives, prevention and intervention practices, research explorations and theory-building activities; for the purpose of enhancing the well-being of children and families.

Assignment Instructions:
For this assignment, you will review two videos provided by NCFR discussing a historical overview of the NCFR organization to become better acquainted with its purpose, mission and goals and "How to Become A CFLE". Copy and paste links below into your web browser to listen to a presentation about the history of the NCFR and how to become a CFLE:

Historical Overview of the NCFR:
https://www.youtube.com/watch?v=Xipeg0jHl90&list=PL1_J5Vbj0uC_Z2CtTJA0OkIkO1aZ83WVC&index=2

How to become a CFLE:
https://www.youtube.com/watch?v=_lu1zKz10-w&index=1&list=PL1_J5Vbj0uC_Z2CtTJA0OkIkO1aZ83WVC

Go to https://www.NCFR.org to review information pertaining to the NCFR and CFLE Credential Requirements. As you review the website, read about the NCFR organization in detail, then click on the CFLE certification link. You are to prepare a 3-page summary discussing the NCFR and credentialing requirements to obtain the PCFLE. Your summary must include the following components: 1) a detailed overview of the NCFR's mission, purpose and goals: 2) Two levels of certification to obtain the credential, 3) Two ways to become a CFLE, 4) Degree and education requirements, 5) number of field-based experience hours needed for full certification, 6) cost for fees 7) the exam application process, 8) provide a discussion stating how the CFLE can assist you with your future career goals after college and state whether or not you plan on seeking the CFLE credential, and 9), state where CFLE's are employed. It is expected that students complete this assignment by writing fully developed sentences in paragraph form. Do not use bullets! Separate the content by subheadings as listed in the numerical order above. Upload this assignment to the designated area by the due date. Be sure to include a cover page, utilize three (3) in-text citations and references. See the course timeline for assignment due date.

6). Family Observations (100 pts)– Observing family in their natural habitats can assist you in gaining an understanding of how families communicate with each other. You will complete a 3-page reflection paper based on your household, a friend's household, a family member's household observation during the first few weeks of class. You can write about the family composition, their environment, ages of family members, roles of family members, etc. You are basically there to observe. There should be no communication with the family. Make sure to include three (3) in-text citations and references. The goal for this assignment is for you to apply your critical thinking skills based on the household observations. You will also compare this family to your family. Are they similar or different? Explain. You will also include how they are different. Your observation will also include what you wish you would have observed during your visit.

7). Team Communication Video Demonstration (100 pts)- Working in a Team, students will role play and create a video demonstrating negative and positive interaction patterns between family members. Your work will highlight strategies that promote family cohesion and adaptability. You will have an opportunity to practice your presentation in class. You will also present the video in class for discussion.

8.) Elevator Pitch Video (20)-Working in a professional environment requires many levels of communication. Often times communication takes place in small spaces with minimal time for communication. Students will create an elevator pitch video. The video will include the student's name, information about themselves, were they attend school, their major, describe their major, and career plans. This video will be uploaded in Canvas. An assignment rubric will also be provided in Canvas (new).

9). Final Exam (100 pts)– A final exam will be given at the conclusion of the semester covering all readings, class discussions and assignments.

Exam policy: Quizzes should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

GRADING MATRIX

Instrument Total Points

Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Class Participation	1, 2, 3, 4, 5	13 face-to-face x 20 pts	240
Self-Introductions		1 @ 20 pts	20
Team Article Reviews	1, 2, 3, 4, & 5	4 x 25 pts	100
Designated Team Discussion Boards	1, 2, 3, 4, 5	3 discussion boards x 20 pts	60
Elevator Pitch	6		20
Family Observation Experiential Learning Project	2, 3, 5, 6	1 @ 100 pts	100
Team Communication Video Demonstration	5, 6	1 @ 100 pts	100
CFLE Credential	1, 2, 3, 4, 5	1 @ 100 pts	100
Final Exam	1, 2, 3, 4, 5	1 @ 100 pts	100
TOTAL			840

GRADE DETERMINATION:

A = 756 – 840 pts; i.e. 90% or better
B = 672 – 748 pts; i.e. 80 – 89 %
C = 588 – 664 pts; i.e. 70 – 79 %
D = 504 – 580 pts; i.e. 60 – 69 %
F = 496 pts or below; i.e. less than 60%

Exam policy: Quizzes should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

STUDENT/COURSE POLICIES

Communication Via Canvas Inbox
Canvas will be the source of communication in this course. Please check it regularly. It is where you will find messages, assignment descriptions and rubrics, and submit in your assignments. Please be sure to email the instructor via the inbox in the Canvas. Any email sent to the instructors untdallas email

address will not receive a response. To log directly into Canvas https://untdallas.instructure.com/ You will need to use your EUID and password.

Use of Canvas
It is a good practice to log into 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, the instructor recommends that you log into the shell three (3) to four (4) times per day if possible. Modern technology has made it possible for you to log into 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, students are expected to submit assignments by the due date and according to the established guidelines per assignment.** Student will have assignments that require media player. Students should access to a media player and/or downloaded one their computers. To find out how to download a media player (and other software) on your computer please contact Distance Learning for assistance. It may be necessary to download an older version of Realplayer to be able to view the videos. **Please test any videos you submit immediately to be sure you can open them as well as the instructor.**

Instructor Expectations and Classroom Guidelines
Assignment Submission Instructions and Requirements
Students are expected to actively participate in the course learning process. This course will utilize various methods of   instructions and instruments to determine student grades and proficiency of the learning outcomes for the course. Multiple methods of instructions may be used such as Zoom meetings, written instructions, and videos, movies etc. Grading instruments may consist of discussion boards, presentations, case analysis, movies, debates, guest speakers and a general exchange of ideas.

How Students Should Proceed Each Week for Class Activities:
Several times a week, you must access Canvas and the materials in this course in order to be successful. Review the Learning Modules and assigned readings in order to contribute to weekly course activities such as discussions, assignments/activities, and/or finals. Carefully review the "Discussion Board" and "Assignments" folder in each module for a description of required discussion boards and assignments. Discussion Boards and Assignments are due by the dates and times provided in the course timeline. **Please note there will be no late assignments accepted or extensions given if the student's rationale does not align with Student Policies at UNT-Dallas. Attached is the link to the policy. https://president.untdallas.edu/sites/default/files/7.005_student_attendance.pdf Modules will close after the due date time of each assignment.**

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

Cameras

Online/hybrid participation is required for Zoom meetings for all hybrid courses and for meetings scheduled with the instructor. This means all cameras must be on during the course meeting time. Students must be on time to their hybrid class courses. Students must be in a secure place while receiving instructions. Students must not be in their beds. Students must not be at a place where they cannot actively participate in the class. Students must not be driving during the course period time. Students must contact the instructor if there are issues with their camera or if they do not have a camera.

Class Participation

Students will offer comments, questions, and replies to the discussion questions that are posted for each module as well as respond to classmate postings. Students will actively participate in EACH module's discussion. The instructor's role is an observer and facilitator. Students are not allowed to work ahead on the discussion boards are any other assignments. When the instructor opens the module, students may begin to work. The instructor may open a module early. If this happens, the student may begin to work in the module. **Please note that if a student chooses to work ahead on a module and submits an assignment, the assignment submitted is the assignment that will be graded. The instructor will not go back and clear assignments for students to resubmit. Students are responsible for submitting the correct assignments. Students, please be careful when submitting assignments. Be sure to submit the correct assignment into the correct module and the correct week.**

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. A paragraph in my class is one half of a page double spaced, not six sentences.

7. Caveat for all assignments and projects: Please be careful and attend to issues of good 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 submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.

d. Do not cite Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (need I go on?). 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 instructed to do so by your professor. Assignments are due at 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 Thursday and Sunday by 11: 59 p.m. (unless otherwise noted). All assignments should be saved with your Last name, First Initial Week and Assignment Title. For example, Moore J Week 1 Journal Article 1. For every assignment not save in this format, five points will be deducted.

Grade Inquiries
Students are encouraged to inquire about their academic performance in class throughout the semester. All grade inquiries will be reviewed, and responses provided within 3 business days of the initial inquiry. **Students with questions about their grades and scores should contact the instructor via e-mail or within 5 days after the grades have been posted. After this deadline, scores and grades on assignments will not be reviewed or changed.**

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 Academic Affairs Office. It is the student's responsibility to meet with the Dean of Academic Affairs or a representative before class meets again and to provide the instructor with confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other class the student misses as a result of not meeting with the Academic Affairs. 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.

Instructor Response Time
The instructor is asking that all methods of communication be addressed through the Canvas Inbox. The instructor will check messages daily during the week. The instructor will respond back to students within a 48-hour period. The instructor is not available after 6 pm during the week **(except for Zoom meetings if scheduled).** The instructor is not available during the weekend and holiday periods. If the instructor is contacted during the weekend or holiday periods, students will receive a response the next business day. The instructor will do their best to respond to all emails in a timely manner**. All emails sent by students to the instructor's untdallas.edu email will not receive a response, please contact the instructor through the Canvas Inbox.**

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 Disability Services Office. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building PL, room 1104.

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 absent 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.

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 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 Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student's 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 students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). 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. Refer to UNT Dallas' Student Code of Academic Integrity 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 in 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 UNT Dallas' Registrar 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.

Late Assignment Policy: Late assignments will not be accepted.

Inclement Weather and Online Classes: Online classes may or may not be effected 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 messages 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 UNT Dallas Student Code of Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

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 Student Assistance (Distance Learning) 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:

- UNT Dallas Canvas Technical Requirements
- Canvas Instructure Supported & Unsupported Operating Systems