

University of North Texas at Dallas
Spring 2024
Syllabus for CDFS 3320 Developmental Sexuality

Department of	Child Development & Family Studies	School of	Behavioral Health and Human Services
Instructor Name:	Dr. Janice F. Moore, CFLE		
Office Location:	Dal 1 Suite 105M		
Office Contact:	Microsoft Teams		
Email Address:	Janice.moore@untdallas.edu		
Office Hours:	Monday, 4:30 p.m.-7:30 p.m. Virtually 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 From 8:00 a.m.-10:50 a.m. Central Standard Time 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:	Human sexuality across the lifespan is explored. Emphasis is placed on the development of sexuality within the context of the family.		
Prerequisites:	Completion of university core courses.		
Required Text:	<p>American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). Washington, DC: American Psychological Association.</p> <p>Greenberg, J. S., Bruess, C. E., & Oswalt, S. B. (Eds.) (2017). <i>Exploring dimensions of human sexuality</i> (6th ed.). Burlington, MA: Jones and Bartlett Learning.</p>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>		
Supported Browsers: Chrome 67 & 68	<p>Access Canvas via untdallas.instructure.com</p> <ul style="list-style-type: none"> Username: your EUID # 		

<p>Firefox 60 & 61 Flash 29, 30 (for audio/video) Respondus Lockdown Browser Safari 10, 11</p> <p>Supported Devices: iPhone Android Chromebook (Tablet users can use the Canvas app)</p> <p>Screen Readers: VoiceOver (Safari) JAWS (Internet Explorer) NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<ul style="list-style-type: none"> • Password: your password <p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources: Web: Canvas Student Guide</p> <p>For additional assistance, contact Student Assistance (Distance Learning): DAL 1, Rm 157 phone: (972)338-5580 email: distancelearning@untDallas.edu</p> <p><i>If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.</i></p> <p><i>If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p>
<p>Course Goals or Overview: The goals of this course are as follows -</p>	
<p>The goal of this course is to review and explain the physical, psychological and social/emotional aspects of human sexuality across the lifespan. Students will explore the reproductive system, gender roles and sexual identity, sexual orientation, methods of family planning, sexual health practices and sex education within the context of the family.</p>	
<p style="text-align: center;">Program Learning Outcomes</p> <ol style="list-style-type: none"> 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. 	
<p>Learning Objectives/Outcomes: At the end of this course, students will be able to:</p>	
1	Explain the physical, psychological and social aspects of sexual development across the lifespan.
2	Identify prominent theories used to study and/or explain human sexuality.
3	Identify and articulate personal values regarding human sexuality.
4	Discuss literature and research findings related to human sexuality.
5	Describe sexual health practices and family planning options.
6	Develop strategies to promote sex education within the context of the family.
7	Analyze cultural influence on sexual values and decision-making.

Family Life Educator Certification	
Course content in CDFS 3320 emphasizes the Family Life Content Area IV as identified by the National Council of Family Relations (NCFR).	Family Life Education Content Area IV: An understanding of the physiological, psychological, and social aspects of sexual development across the lifespan, so as to achieve healthy sexual adjustment.
<i>The notes from this class should be retained to use for review purposes for the CFLE exam if needed.</i>	

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	Self-Introduction Overview of Course and Syllabus Human Sexuality Intro	In Class Self-Introduction Team Meeting Self-Introduction in Canvas Self-Introduction Responses in Canvas Chapter 1-Introducing the Dimensions of Human Sexuality	Jan. 17 Jan. 21 Jan. 21
Week 2 Jan. 22-28 Face-to-Face Class Jan. 24	Research	Chapter 2-Sexuality Research Team Meeting	Jan. 24
Week 3 Jan. 29-Feb. 4 Face-to-Face Class Jan. 31	Communication and Female Reproductive System	Chapter 3-Sexual Communication Chapter 4-Female Sexual Anatomy and Physiology Team Meeting Individual Service-Learning Project Exploration Contact Information	Jan. 31 Feb. 4
Week 4 Feb. 5-11 Face-to- Face Class Feb. 7	Male Reproductive System	Chapter 5-Male Sexual Anatomy Response Cycle Team Meeting	Feb. 7
Week 5 Feb. 12-18 No Class Meeting	Sexual Development of Children and Adolescents	Chapter 13- Sexuality in Children and Adolescence Discussion Board 1 Post Discussion Board Responses Team Article Review	Feb. 18 Feb. 18 Feb. 18

<p>Week 6 Feb. 19-25</p> <p>Face-to-Face Class Feb. 21</p>	<p>Gender and Sexual Identity</p>	<p>Chapter 12-Sexual Orientation, Identity, and Expression Team Meeting</p>	<p>Feb. 21</p>
<p>Week 7 Feb. 26-Mar. 3</p> <p>Face-to-Face Class Feb. 28</p>	<p>Sexual Development</p>	<p>Chapter 14-Sexuality in Adulthood Team Meeting</p>	<p>Feb. 28</p>
<p>Week 8 Mar. 4-10</p> <p>Face-to- Face Class Mar. 6</p>	<p>Sexual Arousal, Contraception and Family Planning</p>	<p>Chapter 6-Sexual Response and Arousal Chapter 7-Contraception Chapter 8-Contraception, Pregnancy, and Birth Team Meeting</p>	<p>Mar. 6</p>
<p>Week 9 Mar.11-17</p> <p>No Class Meeting Spring Break</p>	<p>Spring Break Week</p>	<p>Chapter 15-Sexual Techniques and Behavior Chapter 16-Alternative Sexual Behavior Discussion Board 2 Post Discussion Board 2 Responses</p>	<p>Mar. 17 Mar. 17</p>
<p>Week 10 Mar. 18-24</p> <p>Face-to-Face Class Mar. 20</p>	<p>Sexual Behavior Alternative Lifestyles and Sexual Addiction Community Resources Team Scholarly vs. Popular Media Paper</p>	<p>Chapter 17-Forcible Sexual Behaviors Team Meeting Team Scholarly vs. Popular Media Paper</p>	<p>Mar. 20 Mar. 24</p>

<p>Week 11 Mar. 25-31</p> <p>Face-to-Face Class Mar. 27</p>	<p>Unintended Pregnancy, Gender Differences, Self-Image</p>	<p>Chapter 9- Unexpected Pregnancy Outcomes Chapter 10-Gender Dimensions Chapter 11-Body Image Body Image Reflection Paper Individual Service- Learning Project</p>	<p>Mar. 27</p> <p>Mar. 31 Mar. 31</p>
<p>Week 12 Apr. 1-7</p> <p>Face-to-Face Class Apr. 3</p>	<p>Sexual Dysfunction and Mass Media</p>	<p>Chapter 20-Sexual Dysfunction and Therapy Chapter 21-Sexual Consumerism Team Electronic Resource</p>	<p>Apr. 3</p> <p>Apr. 7</p>
<p>Week 13 Apr. 8-14</p> <p>Face-to-Face Class Apr. 10</p>	<p>Sexually Related Diseases, HIV and AIDS</p>	<p>Chapter 18-Sexually Transmitted Infections Chapter 19-HIV and AIDS Karen Obasi, Speaker Dallas County Health and Human Services Ending the Epidemic</p>	<p>Apr. 10</p>
<p>Week 14 Apr. 15-21</p> <p>No Class-to-Face Class</p>	<p>Ethical Dilemmas</p>	<p>Chapter 22-Sexual Ethics, Morality, and the Law Discussion Board 3 Post Discussion Board 3 Responses</p>	<p>Apr. 21 Apr. 21</p>
<p>Week 15 Apr. 22-28</p> <p>Face-to-Face Class Apr. 24</p>	<p>Team Sexuality Education Presentations</p>	<p>Team Video Presentations</p>	<p>Apr. 24</p>
<p>Week 16 Apr. 29-May 5</p> <p>Face-to-Face Class May 1</p>	<p>Final Exam Review</p>	<p>End of Semester Review Final Exam Review</p>	<p>May 1</p>

Week 17 May 6-12 Final Exams		Final Exam due in Canvas	May 6
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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 or online meetings. Students are also expected to come prepared and ready to contribute, in a meaningful way, to all class discussions. Each face-to-face class meeting participation 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.

Discussion Posts

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 Review (See the Timeline for the Due dates, 30 pts). Reviewing scholarly articles pertaining to research in the area developmental sexuality is a great way to increase your knowledge of individuals, families, groups, communities and society regarding sexuality. For this assignment, teams will perform research activities covering family sexuality topics.

Assignment Instructions: You will select one (1) article of your team's choice discussing topics within the area of family sexuality you find most interesting. The selected article dates must be from 2019-2024. The article selected must also be research studies conducted over factors associated with family life. Your article 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 team's critique of the research study. Teams will complete an article review 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 group 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.

Assignments

4). Designated Team Discussion Boards (20 pts each) – Discussion Boards allow students to interact with their peers. These interactions create a community of knowledge. Questions will be posted in Canvas related to class discussions and/or chapter readings. In a designated small team, 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 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!

Discussion Board Example: Chapter 15-Sexual Techniques and Behavior

Based on the information presented in Chapter 15, describe how each of the following influence sexual fantasy. Your education, your gender, your family, your culture, your choice of music, your age

5). Team Scholarly vs. Popular Media Paper (100 pts)

There is much debate between popular and scholarly articles within our society. Students will differentiate between the two and provide insight into fact or fiction and/or evidence provided or limited evidence. Students will choose a topic related to human sexuality i.e. Sexually transmitted Infections (STI), Using Condoms, Sex In Older Adulthood are just some examples. Students will find an empirical journal article and a popular media article on the chosen topic. Students will compare and contrast both articles with the following categories: Similarities of the Topic Chosen within the articles and Differences of the Topic you have chosen chart. A minimum of four similarities and differences. Upon completion of the chart, students will provide a brief one-page summary of which article they enjoyed most and why.

6). Sexuality Reflection Paper (100 pts)

Movies are a great tool for students to view and understand what they have learned via instructions in the classroom. Students will watch the movie, *Fifty Shades of Grey*. Share with the instructor in a reflection paper what you learned in this course that you witnessed in the movie, (1) when would you apply strategies for making sound decisions according to the movie? (2) where would you have drawn the line according to the movie? and (3) why would you have drawn the line according to the movie? All of your responses should be connected to this course and what you have learned. Make the connection from the course to the movie or vice versa. Minimum 3-5 pages, APA standards apply.

7.) Team Electronic Resource (100 pts)

Many of the resources needed in today's society are located via the internet. Students will develop an educational webpage of resources describing sexual health practices for the family. The webpage should consist of resources such as abstinence/protection, pregnancy, STI's, birth control, HIV just to name a few. Teams may choose their own resource topics. The resource webpage should have a minimum of 10 resources briefly explaining

the resource provided, the link to the page you are describing. The resource webpage should be pleasing to the eye (include photos, and/or videos), The url webpage should be submitted in a word document and uploaded into the course module and link provided for submission. Be sure the url link is working properly. The instructor will not email students if the url address is not working and students will receive a 0 on the assignment.

8.) Individual Service Learning Project Exploration- (100 pts)

Service learning projects are a great way to introduce students to the community, understand the impact service has to the community, and are a great resource for potential practicum or internship sites. Students will select and complete volunteer service at an agency in the DFW metroplex area dealing with developmental sexuality services.

Additionally, students will summarize what they learned about the agency experience and connect their experience to the knowledge gained in class. This is a reflection paper. There is a **four page minimum** (not including the cover and reference pages). Students will follow APA guidelines. A minimum of five different in-text citations and five references supporting your reflection paper is required (10 pts.). You will provide an agency name prior to starting your service (10 pts). This includes the director's contact information such as email address, telephone/fax numbers, office hours/days, etc. Review the rubric and use headings for each section of your paper. Your headings are Purpose, Connection to Course, Responsibility to Community, Personal Impact, UNT Values (30 pts). This information is available on the university's website at <https://www.untDallas.edu> Read the rubric please!

9.) Team Video Demonstration (100 pts)

Team projects provide students with a real-life work experience. Working in a team, create a video which details a specific topic related to the course. The team will decide what topic to choose. The presentation should include appropriate photographs, video, music, graphs, and other visual aids. The final project should be saved and uploaded to YouTube and the link provided to the instructor via Canvas. The video will be presented in class by each team. Teams should be ready to answer questions about their team video. Review the rubric provided for this assignment.

10.) 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 and exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Instrument Total Points
GRADING MATRIX

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

Instrument	Measures (SLO)	Value (pts)	Total Points
Self-Introduction		20	20
Class Participation	1,2,3,4,5	13 @ 20 pts.	260
Designated Team Discussion Boards	1,2,4,5,6	3 @ 20 pts.	60
Team Scholarly/ Popular Media Paper	1,2,3,4, 5,6,7	100	100
Team Article Review	1,2,3,4,5	1@30 pts	30
Sexuality Reflection Paper	1,2,3,4,5,6,7	100	100
Team Resource Electronic Brochure	1,2,3,4, 5,6,7	100	100
Individual Service Learning Project	1,2,3,4,5	100	100
Team Video Demonstration	1,2,3,4,5,6,7	100	100
Final Exam	1,2,3,4,5	100	100
TOTAL			970

GRADE DETERMINATION:

A = 873-970 (90%+)

B = 776-863 (80-89%)

C = 679-766 (70 – 79 %)

D = 582-669 (60 – 69 %)

F = 572 (less than 60%)

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 or 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 Sunday by 9:00 p.m. (unless otherwise noted). All assignments should be saved with your Last name, First Initial Week and Assignment Title. For example, MooreJ Week 1 Journal Article 1. For every assignment not saved 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 p.m. 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](#)