University of North Texas at Dallas
Fall 2025
SYLLABUS

CJUS 3340.0071: Computer Crimes - Semester Credit Hours: 3 hrs.

Department of	Criminal Justice
Instructor Name	Professor Torrey Rhone
Office Location	Virtual Office Only
Office Phone	972-277-1643 (Leave a voicemail or text message)
Email Address	torrey.rhone@untdallas.edu
Office Hours	N/A
Virtual Office Hours	By Appointment Only (via Zoom or Microsoft Teams)
Course Format/Structure	Online
Classroom Location	N/A
Class Meeting Days & Times	N/A
Course Catalog Description	This course provides an introduction to computer crime through an examination of the crime and those individuals committing it, as well as the specific laws, investigative techniques, and criminological theories applicable to computer crime.
Prerequisites	N/A
Corequisites	N/A
Required Reading	Cyber Crime and Cyber Terrorism, 5th edition. Published by Pearson (June 11, 2023) © 2024 Robert W. Taylor, University of Texas at Dallas, Eric J. Fritsch, John R. Liederbach, University of Texas at Dallas, Michael R. Saylor, William L. Tafoya.

Recommended Reading & References	**Essential APA Format Resources for College Students** **Core References:** • **Publication Manual of the American Psychological Association (7th edition)** - The definitive source, though complex for beginners • **A Pocket Style Manual** by Diana Hacker - Clear APA sections with practical examples • **The APA Pocket Handbook** by Jeff Bryson - Student-focused, simplified guidance **Online Resources:** • **Official APA Style website** (apastyle.apa.org) - Free sample papers, quick guides, and FAQ blog • **Purdue OWL** - Excellent tutorials with examples and practice exercises • **Citation Machine** (citationmachine.net) - Free online citation generator for APA format **Learning Tools:** • **Sample papers** from APA Style website - Annotated examples showing proper formatting • **Citation managers** like Zotero or Mendeley - Practice proper reference formatting.
Recommended Technology	Students taking the course will be required to utilize a **computer, laptop, or tablet with webcam access** to submit written assignments and take quizzes and exams.

Access to Learning Resources	**UNT Dallas Library:**
	    Phone: (972) 338-1616;
	    Website URL: http://www.untdallas.edu/library
	UNT Dallas Bookstore:
	    Phone: (972) 780-3652;
	    Website URL: http://www.untdallas.edu/bookstore
	    Email: untdallas@bkstr.com

Canvas Resources
 	
Supported Browsers:
 	
• Chrome
 	
Supported Devices:
• iPhone
• Android
• Chromebook
Note: 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
	Getting Help with Canvas:
	
	Canvas 24/7 Phone Support for Students: 1-833-668-8634
	
	Canvas Help Resources:
	
	Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701
	
	For additional assistance, contact UNT Dallas Distance Learning:
	    DAL1, Room 157
	    Email: distancelearning@untdallas.edu
	
	If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.
	
	If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.

ARTIFICIAL INTELLIGENCE (AI) USAGE POLICY (A WORD OF CAUTION)

Policy Statement: This course maintains strict limitations on artificial intelligence usage to preserve academic integrity and assess authentic student learning. Violations of this policy will result in significant academic penalties and potential disciplinary action.

Permitted AI Usage:

• **Grammarly** may be used solely for:
    - Grammar and punctuation correction
    - Plagiarism detection assistance
• **Basic spell-check functions** in word processing software

Prohibited AI Usage:
• **Content generation** of any kind through AI tools
• **Auto-writing features** in Grammarly or similar platforms
• **ChatGPT, Claude, or other generative AI** for assignment completion
• **AI-powered research assistance** or idea development
• Any technology that creates, suggests, or substantially modifies content

Detection and Verification: All written work, including discussion board posts, will be analyzed using:
• Three separate AI detection software programs not to include Turnitin
• Turnitin similarity analysis
• Cross-referencing of detection results

Violation Penalties:
• **First Violation:** 10-point deduction from assignment grade
• **Second Violation:** 20-point deduction from assignment grade
• **Third Violation:** Assignment grade of 0/Fail + referral to Department Chairperson and Academic Dean for potential course-level consequences

Student Responsibilities: Students must ensure all submitted work complies with this policy. Claims of inadvertent usage, unfamiliarity with detection methods, or technical ignorance will not excuse violations. Students are expected to review their work carefully before submission.

Academic Integrity Notice: This policy supports the development of critical thinking, original analysis, and authentic academic expression. Violations compromise educational objectives and may result in broader disciplinary action beyond course penalties.

Questions regarding this policy should be directed to the instructor immediately.

COURSE POLICIES AND COLLEGE SUCCESS GUIDELINES (A WORD OF CAUTION)

Understanding College-Level Expectations

The transition to college represents a fundamental shift in how education works. In this course, as in all college courses, you are the primary driver of your own success. This document outlines the policies and expectations that will help you understand and navigate this environment effectively.

Late Work and Deadline Policy

This course maintains a strict no-late-work policy. Understanding why this policy exists will help you succeed: in professional environments, deadlines are non-negotiable, and this course prepares you for that reality. **All assignments must be submitted on time through Canvas in the correct format.**

Writing assignments, including discussion boards, are especially important assignments that cannot be submitted late under any circumstances. These major assignments require significant planning and time management on your part. Emergency situations will be evaluated individually, but you must contact me at the earliest possible moment - **not after the deadline has passed. Please understand that technical issues such as internet problems, wrong file uploads, formatting errors, or lockdown browser difficulties are not considered emergencies.** These are predictable challenges that you should plan for by submitting work early and double-checking your submissions.

Assignment Guidelines for Success

When completing any assignment in this course, following a systematic approach will greatly improve your performance. **Start by reading all directions thoroughly - this may seem obvious, but many students lose points simply by not following instructions.** Make sure you fully understand what the question is asking before you begin writing. Your response should directly address the question and provide complete answers rather than partial thoughts.

Academic writing requires a different approach than casual communication. Write in complete sentences and organized paragraphs, maintaining a professional tone throughout. Avoid slang, emojis, or text-message style abbreviations. Before submitting any work, read through it at least twice to check for clarity and errors. This editing process is crucial for producing college-level work.

Proper citation of sources is non-negotiable in academic work. If you're unsure what plagiarism is or how to cite sources correctly, take the initiative to research these topics using your university's writing center or online resources. Remember that all assignments in this course are individual work unless explicitly stated otherwise - collaboration on individual assignments constitutes academic dishonesty.

Communication and Resources

Email communication in an academic setting follows professional standards. While you may be accustomed to instant responses in other contexts, faculty and staff typically respond to emails within 24-48 hours. When emailing, use clear subject lines and professional language. **Before sending a question, check your syllabus first - questions answered in the syllabus will receive a response directing you back to this document.**

Your syllabus serves as the primary reference for all course information, including due dates, policies, and assignment details. While Canvas provides reminders, the syllabus remains the authoritative source. Develop the habit of consulting it regularly rather than relying solely on digital notifications.

Fundamental Principles for College Success

Several key principles will guide your success not just in this course, but throughout your college career. First, understand that you will be treated as an adult, which means taking full responsibility for your actions and their consequences. **No one will remind you of deadlines or check whether you're keeping up with the material.**

Time management becomes your responsibility entirely. For every hour spent in class, expect to spend 2-3 hours studying outside of class. This means a 3-credit course requires 6-9 hours of weekly study time beyond class meetings. **Use calendars and planning tools to distribute this workload across the week rather than cramming before deadlines.**

Critical thinking forms the foundation of college-level work. This means moving beyond personal opinions to engage with evidence-based knowledge. **When presenting arguments, support them with facts from reliable sources.** Learn to distinguish between anecdotal evidence and scholarly research. Engage constructively with viewpoints that challenge your own, recognizing that intellectual growth often comes from grappling with new or uncomfortable ideas.

Specific Course Policies

To ensure fairness for all students, this course has several **non-negotiable policies. Extra credit opportunities are not offered—your grade relies solely on the work outlined in the syllabus.** Requests that give individual students an advantage over others cannot be accommodated. Grade adjustments based on performance in other courses are not possible. When taking quizzes and exams, Respondus **LockDown Browser and Respondus Monitoring (webcam monitoring) will be used**. Respondus LockDown Browser is not available for Android devices; it is designed for Windows and macOS computers, with a beta version for Chromebooks. The UNT Dallas campus provides students access to computers equipped with the necessary functionality for both Respondus LockDown Browser and Respondus Monitoring, allowing students to take quizzes and exams on campus. **If students cannot make suitable arrangements, they can immediately drop the course and choose another one that better fits their situation.**

If you anticipate any scheduling conflicts with assignments or exams, notify me at least one week in advance. **After-the-fact notifications cannot excuse missed work.** The required textbook(s) are essential for success in this course - there is no way to perform well without accessing these materials.

Resources for Academic Success

Your university provides numerous resources designed to support your learning. The Academic Success Center offers tutoring, study skills workshops, and time management assistance. **Writing centers can help you develop the academic writing skills essential for college success.** These resources exist specifically for you to use - taking advantage of them demonstrates the kind of proactive approach that leads to academic success.

Form study groups with classmates to review material regularly. This collaborative learning, when focused on understanding course content rather than completing individual assignments together, significantly improves comprehension and retention.

Final Thoughts

Success in college requires a fundamental shift in mindset from high school. You must become a proactive learner who takes initiative rather than waiting for instructions. When you encounter

challenges or confusion, seek help immediately rather than hoping the problem resolves itself. Remember that every policy and expectation outlined here exists to prepare you for success both in college and in your future professional life. The habits you develop now - meeting deadlines, communicating professionally, thinking critically, and taking responsibility for your learning - will serve you throughout your career.

Course Overview

Course Goals/Overview:

The goal of this course is to provide students with an introduction to computer crime through an examination of the crime and those individuals committing it, as well as the specific laws, investigative techniques, and criminological theories applicable to computer crime.

Learning Objectives/Outcomes: At the end of this course, the student will:

1. Students will be able to explain current issues, trends, and problems in cybercrime and cyberterrorism.

2. Students will be able to differentiate between the concepts of *'cybercrime,' 'cyberterrorism,' and 'information warfare.'*

3. Students will be able to identify the major social structure theories that apply to cybercrime.

4. Students will be able to explain the learning and social control theories that apply to cybercrime.

5. Students will be able to explain the evolution of digital crime from rogue individuals to sophisticated criminal organizations engaged in illegal activity.

6. Students will be able to provide an overview of the roles of federal law enforcement agencies in addressing cybercrime, as well as interagency partnerships among federal, state, and local levels that involve cybercrime offenses.

Course Outline and Discussion Topics

This schedule is subject to change at the instructor's discretion. Any changes to the schedule will be communicated to the student via email.

Timeline	Topic	Readings/Activities/ Assignments	
08/25/25 - 08/31/25	Ch.1: Introduction and Overview of Cyber Terrorism (Section I: The Etiology of Cyber Crime and Cyber Terrorism)	• Reading: pg. 1 - 21 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 1 Quiz • **Take Ch. 1 Quiz**	08/31/25 @ 11:59 pm

Timeline	Topic	Readings/Activities/ Assignments	
09/01/25 - 09/07/25	Ch.2: Cyber Terrorism and Information Warfare	• Reading: pg. 25 - 52 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 2 Quiz • **Take Ch. 2 Quiz**	09/07/25 @ 11:59 pm
09/08/25 - 09/14/25	Ch.3: The Criminology of Computer Crime	• Reading: pg. 57 - 81 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 3 Quiz • **Take Ch. 3 Quiz** • **Complete Discussion Board #1**	09/14/25 @ 11:59 pm
09/15/25 - 09/21/25	Ch.4: Hackers	• Reading: pg. 85 - 112 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study Ch. 1 - 4 for Exam • **Take Unit #1 Exam (Ch. 1 - 4)**	09/21/25 @ 11:59 pm
09/22/25 - 09/28/25	Ch.5: Sophisticated Cyber Criminal Organizations	• Reading: pg. 116 - 138 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 5 Quiz • **Reflection Paper Assignment: Reframing the Hacker Narrative** • **Take Ch. 5 Quiz**	09/28/25 @ 11:59 pm
09/29/25 - 10/05/25	Ch.6: White-Collar Crime (Section II: Cyber Crime: Types, Nature, and Extent)	• Reading: pg. 140 -161 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 6 Quiz • **Take Ch. 6 Quiz**	10/05/25 @ 11:59 pm
10/06/25 - 10/12/25	Ch.7: Viruses and Malicious Code	• Reading: pg. 164 - 192 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 7 Quiz • **Take Ch. 7 Quiz** • **Complete Discussion Board #2**	10/12/25 @ 11:59 pm
10/13/25 - 10/19/25	Ch. 8: Sex Crimes, Victimization, and Obscenity on the World Wide Web	• Reading: pg. 196 - 237 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 5 - 8 • **Take Unit Exam #2 (Ch. 5 - 8)**	10/19/25 @ 11:59 pm

Timeline	Topic	Readings/Activities/ Assignments	
10/20/25 - 10/26/25	Ch. 9: Anarchy and Hate on the World Wide Web	• Reading: pg. 246 - 268 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 9 Quiz • **Take Ch. 9 Quiz**	10/26/25 @ 11:59 pm
10/27/25 - 11/02/25	Ch. 10: Digital Laws and Legislation (Section III: Controlling Cyber Crime: Legislation, Law Enforcement, and Investigation)	• Reading: pg. 272 - 290 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 10 Quiz • **Take Ch. 10 Quiz** • **Facebook Dilemma Paper is due**	11/02/25 @ 11:59 pm
11/03/25 - 11/09/25	Ch. 11: Law Enforcement Roles and Responses	• Reading: pg. 292 - 307 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 11 Quiz • **Take Ch. 11 Quiz** • **Complete Discussion Board #3**	11/09/25 @ 11:59 pm
11/10/25 - 11/16/25	Ch. 12: The Investigation of Computer-Related Crime	• Reading: pg. 309 - 334 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 9 - 12 • **Take Unit #3 Exam (Ch. 9 - 12)**	11/16/25 @ 11:59 pm
11/17/25 - 11/23/25	Ch. 13: Digital Forensics	• Reading: pg. 337 - 360 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 13 Quiz • **Take Ch. 13 Quiz**	11/23/25 @ 11:59 pm
	THANKS	**GIVING**	
12/01/25 - 12/07/25	Ch.14: Information Security and Infrastructure Protection (Section IV: The Future of Cyber Crime and Cyber Terrorism: Prevention and Trends)	• Reading: pg. 362 - 386 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 14 Quiz • **Take Ch. 14 Quiz** • **Complete Discussion Board #4**	12/07/25 @ 11:59 pm

Timeline	Topic	Readings/Activities/ Assignments	
12/08/25 - **12/13/25**	Ch.15: Cyber Crime and Terrorism: A Forecast of Trends and Policy Implications	• Reading: pg. 389 - 411 • Review Textbook PowerPoint • Review Interactive PowerPoint • Study for Ch. 13 - 15 • **Take Unit #4 Exam (Ch. 13 - 15) FINAL**	12/13/25 @ 11:59 pm **Canvas will close out @ 11:59 pm and students will **NO LONGER** have access to the course.**

Course Evaluation Methods

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

- Quizzes/Unit Exams

  ✦ Quizzes administered in Canvas are designed to assess knowledge and the application of weekly chapter readings, helping students prepare for upcoming Unit Exams. The Quizzes and Unit Exams include Multiple Choice, True/False, and Short Answer questions.

- Assignments

  ✦ Written assignments are designed to allow students to demonstrate critical thinking ideas in written format to convey various topics covered during weekly activities.

- Discussion Post

  ✦ Critical thinking questions that are posed based on substantive readings to encourage thought provoking discussions and critiques of students to demonstrate understanding of material from an online classroom perspective.

  ✦ Students' initial discussion posts should be a minimum of <u>400 words or more</u> (NOT to include references cited at the bottom of the submitted discussion board).

    ✦ If the student **DOES NOT** meet the minimum word requirement for the initial post as described, the student will **automatically receive a 0/fail** for the assignment, **REGARDLESS** of how many words the student typed. **NO POINTS** will be rewarded in consideration of that fact. Follow the instructions.

  ✦ Students should respond to <u>two (2) different student posts</u>. Each response post should be a minimum of <u>250 words or more</u> (NOT to include references cited at the bottom of the submitted discussion board).

> ✦ If the student **DOES NOT** meet the minimum word requirement for the student response post as described, the student will **automatically receive a 0/fail** for the assignment, **REGARDLESS** of how many words the student typed. **NO POINTS** will be rewarded in consideration of that fact. Follow the instructions.

- **Grading Matrix:**

Instrument	Value (points or percentages)	Total
Discussion Board	4 discussions at 40 points each	160
Reflection Paper	1 Paper	80
Facebook Dilimma Paper	16 quizzes at 10 pts each	160
Quiz	16 quizzes at 10 pts each	35
Unit Exam	4 exams at 100 pts each	400
Total		**900**

Grade Determination:

A = 900 - 810 pts; i.e. 90% or better
B = 809 - 720 pts; i.e. 80 – 89 %
C = 719 - 630 pts; i.e. 70 – 79 %
D = 629 - 540 pts; i.e. 60 – 69 %
F = 539 pts or below; i.e. less than 60%

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at https://www.untdallas.edu/learning/schedule-appointment/.

Course-Specific Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true.

Assignment Policy:

All writing assignments shall be formatted using APA style, which will include a title page and reference page for the works cited. **In-text citation** shall be used with the body of the writing assignment as well to denote reference material that is quoted directly. **Failure to do so will result in a 10-point deduction.** Please refer to **Course Policies and College Success Guidelines** on pages 4 & 5.

Essential APA Format Resources for College Students

Core References: • **Publication Manual of the American Psychological Association (7th edition)** - The definitive source, though complex for beginners • **A Pocket Style Manual** by Diana Hacker - Clear APA sections with practical examples • **The APA Pocket Handbook** by Jeff Bryson - Student-focused, simplified guidance

Online Resources: • **Official APA Style website** (apastyle.apa.org) - Free sample papers, quick guides, and FAQ blog • **Purdue OWL** - Excellent tutorials with examples and practice exercises • **Citation Machine** (citationmachine.net) - Free online citation generator for APA format

Learning Tools: • **Sample papers** from APA Style website - Annotated examples showing proper formatting • **Citation managers** like Zotero or Mendeley - Practice proper reference formatting.

Exam Policy:

Please refer to **Course Policies and College Success Guidelines** on pages 4 & 5.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities 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 accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student 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 at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring that 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. The Canvas Instructure Accessibility Statement is provided at https://www.canvaslms.com/accessibility.

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.

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 the UNT Dallas Academic Integrity Policy in the appropriate Catalog at http://dallascatalog.unt.edu.

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.

Please refer to **ARTIFICIAL INTELLIGENCE (AI) USAGE POLICY** on page. 3.

Web-based Plagiarism Detection: Please be aware in some 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 etiquette:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true).

Classroom Disruption:

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner 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 because 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 (UNTD Policy 7.001 found at https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true) 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.

Course Evaluations:

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. 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.

Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking
UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at titleix@untdallas.edu or file a report here.

Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX
UNT Dallas is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at titleix@untdallas.edu The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

Bad Weather Policy:

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to http://www.untdallas.edu/police/resources/notifications.

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.

Technology Assistance: To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble 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 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: https://community.canvaslms.com/docs/DOC-10721

- Canvas Instructure Support & Unsupported Operating Systems: https://community.canvaslms.com/docs/DOC-10720