

University of North Texas at Dallas

Fall 2025

SYLLABUS

ENGL 1313-002: Computer Assisted College Writing I 3 HRS

Department of	Languages and Communications
Instructor Name	Sara Edgell, MS
Office Location	Founders Hall, DAL2, Room 302A
Office Phone	N/A
Email Address	Sara.edgell@untDallas.edu
Office Hours	All office hours are made by appointment by messaging Ms. Edgell.
Virtual Office Hours	See Canvas for specific days and times.
Course Format/Structure	Hybrid
Classroom Location	DAL1 236
Class Meeting Days & Times	Friday, 11:30 am-12:50 pm
Course Catalog Description	Writing as a means of critical thinking, with emphasis on the process of perfecting the essay through the writing of several drafts in the English computer classroom. No computer experience required.
Prerequisites	N/A
Corequisites	UGRW 1200
Required Reading	Provided in Canvas.
Recommended Reading & References	Provided in Canvas.
Recommended Technology	<p>Because this is a hybrid course, students are required to have reliable internet access as well as a computer for this class. Tablets and phones will not suffice for everything the class will require. Students will also need a cloud storage account and Microsoft Word (preferably).</p> <p>All major essays and other writing assignments will be written in a Word document and submitted in Canvas using the TurnItIn application.</p>
Access to Learning Resources	<p>UNT Dallas Library: Phone: (972) 338-1616; Website URL: http://www.untDallas.edu/library</p> <p>UNT Dallas Bookstore: Phone: (972) 780-3652;</p>

	Website URL: http://www.untdallas.edu/bookstore Email: untdallas@bkstr.com
Canvas Resources Supported Browsers: <ul style="list-style-type: none"> • Chrome Supported Devices: <ul style="list-style-type: none"> • iPhone • Android • Chromebook <i>Note: Tablet users can use the Canvas app</i> Screen Readers: <ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <i>Note: There is no screen reader support for Canvas in Chrome</i>	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.

Course Overview

Course Goals/Overview:

The goal of this course is to English 1313 is an introductory level writing course that seeks to empower students in becoming stronger, more flexible writers who have the skills, strategies, and awareness to write adeptly across many fields and genres, including academic writing. Students will learn to critically investigate their own use of language and writing, as well as the language and writing of other groups, communities, and professions. In doing so, students will come to understand how rhetorical and discourse strategies are employed to effectively inform and persuade audiences. This course seeks to bestow writing knowledge and skill that will make students insightful writers, preparing them for the work they will do in their academic career.

Student Learning Objectives/Outcomes (SLO)	
At the end of this course, students will be able to:	
1. Critical Thinking	Understand and utilize rhetorical principles in the analysis, evaluation, and creation of written, oral, and visual texts
2. Communication	Identify and implement writing and genre conventions from various disciplines Utilize flexible and robust writing processes and composing strategies for creating effective, written, oral, and visual texts
3. Teamwork	Collaborate effectively with their peers in composing and feedback processes

4. Personal Responsibility	Develop habits of monitoring, evaluating, and refining their work to meet the expectations of various writing situations.
5. Artificial Intelligence	Students will develop understanding, skills, and strategies in the use of artificial intelligence in the research and writing process as well as ethical considerations connected to the use of artificial intelligence.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class, via class email, or Canvas announcement.

Week	Topics	Class Day	Readings	In-Class Activities & Assignments	Assignments Due
Week 1	Course Introduction <ul style="list-style-type: none"> • Professor and Students • Syllabus • Hybrid Course Structure • Artificial Intelligence • Active Reading • Journal Assignments 	Hybrid Day Wednesday, 8/27	Read: <ul style="list-style-type: none"> • Syllabus • AI Policy 		
		Friday, 8/29		<ul style="list-style-type: none"> • Introductions • Syllabus Discussion 	
Week 2	Unit 1 – Literacy Narrative <ul style="list-style-type: none"> • Introduction to Project/Essay 1 • Literacy Narrative Exploration • Essay Structure • Thesis Statements • MLA format • Punctuation & Sentence Structure • Revision and peer feedback strategies 	Hybrid Day Wednesday, 9/3	Preview & Pre-read: <ul style="list-style-type: none"> • Malcolm X, “Literacy Behind Bars” Notes: <ul style="list-style-type: none"> • Assignment Sheet: Project 1 	Watch Videos: <ul style="list-style-type: none"> • Lecture Video Project 1 • What is a Literacy Narrative? 	- Journal 1 - Quiz: Syllabus
		Friday, 9/5		<ul style="list-style-type: none"> - Group Reading & Discussion - Project 1 discussion 	
Week 3		Hybrid Day Wednesday, 9/10	Read: <ul style="list-style-type: none"> • “Writing is Not Just a Basic Skill” Notes: <ul style="list-style-type: none"> • Essay Structure 	Watch Videos: <ul style="list-style-type: none"> • Essay Writing • Thesis Statements 	- Outline

Week 4			<ul style="list-style-type: none"> • Thesis Statements • APA Format 		
		Friday, 9/12		<ul style="list-style-type: none"> - Group Thesis Statement Writing - APA Format 	
		Hybrid Day Wednesday, 9/17	Read: <ul style="list-style-type: none"> • Gloria Anzaldúa, "How to Tame a Wild Tongue" Notes: <ul style="list-style-type: none"> • Punctuation • Sentence Structure 	Watch Videos: <ul style="list-style-type: none"> • Punctuation • Sentence Structure • What is a Peer Review? 	
		Friday, 9/19		<ul style="list-style-type: none"> - In-Class peer Review 	<ul style="list-style-type: none"> - Submit Rough Draft BEOFRE class - Peer Review
Week 5	Unit 2 – Discourse Communities Analysis <ul style="list-style-type: none"> • Introduction to Project/Essay 2 • Discourse Communities • Writing an Analysis • Rhetorical Situation • Academic Writing Style 	Hybrid Day Wednesday, 9/24	Read: <ul style="list-style-type: none"> • "Concept of Discourse Community" John Swales Notes: <ul style="list-style-type: none"> • Assignment Sheet: Project 2 • Writing an Analysis • Block and Point-for-Point Structure 	Watch Videos: <ul style="list-style-type: none"> • Lecture Video: Project 2 • Introduction to Discourse Communities and Their Characteristics 	<ul style="list-style-type: none"> - Activity: My Discourse Community Map - Final Draft - Journal 2
		Friday, 9/26		<ul style="list-style-type: none"> - Project 2 Discussion 	
Week 6		Hybrid Day Wednesday, 10/1	Notes: <ul style="list-style-type: none"> • MLA Formatting • The Rhetorical Situation & Academic Writing Style 	Review previous content as needed.	<ul style="list-style-type: none"> - Outline - MLA Template - Quiz: Punctuation & Sentences
		Friday, 10/3		<ul style="list-style-type: none"> - Unit Content Review - Academic Writing & Plagiarism 	<ul style="list-style-type: none"> - Quiz: Academic Writing Style

				Revision Activity	
Week 7		Hybrid Day Wednesday, 10/8	Read: <ul style="list-style-type: none"> "Rhetorical Situations and Their Constituents" Keith Grant-Davie Notes: <ul style="list-style-type: none"> Avoiding Plagiarism 	Watch Videos: <ul style="list-style-type: none"> Plagiarism 	- Quiz: Plagiarism Tutorial
		Friday, 10/10		- In-Class peer Review	- Submit Rough Draft BEFORE class - Peer Review
Week 8	Unti 3 – Entering New Discourse Communities <ul style="list-style-type: none"> Introduction to Project/Essay 3 Discourse Communities continued 	Hybrid Day Wednesday, 10/15	Notes: <ul style="list-style-type: none"> Assignment Sheet: Project 3-Entering Discourse Communities 		- Final Draft - Journal 3
		Friday, 10/17		- Project 3 Discussion	
Week 9	<ul style="list-style-type: none"> Compare / Contrast as Analysis Plagiarism Quoting, Paraphrasing, & Summarizing 	Hybrid Day Wednesday, 10/22	Extra Readings: <ul style="list-style-type: none"> Online and social media postings suggested by students Notes: <ul style="list-style-type: none"> Analyzing Discourse Communities Sentence Problems 		- Part 1 Draft
		Friday, 10/24		- Project 3 discussion	- Quiz: Sentences Problems
Week 10		Hybrid Day Wednesday, 10/29	Notes: <ul style="list-style-type: none"> Using Sources in Your Writing 	Watch Videos: <ul style="list-style-type: none"> <i>TED Talk</i>: Chimamanda Ngozi Adichie, "The Danger of a Single Story" 	- Part 2 Outline
		Friday, 10/31		- Video discussion - QPS activity	
		Hybrid Day			- Quiz: QPS

Week 11		Wednesday, 11/5	Review previous content as needed.		- Rough Draft
		Friday, 11/7		- In-Class peer Review	- Peer Review
Week 12	Unit 4 – Academic Discourse Essay <ul style="list-style-type: none"> • Introduction to Project/Essay 4 • Citing Sources • Works Cited page 	Hybrid Day Wednesday, 11/12	Read: <ul style="list-style-type: none"> • Cathy Birkenstein & Gerald Graff, <i>They Say/I Say</i> (Chapter on entering academic conversations) Notes: <ul style="list-style-type: none"> • Assignment Sheet: Project 4 • Writing an Argument 		<ul style="list-style-type: none"> - Final Draft - Journal 4
		Friday, 11/14		<ul style="list-style-type: none"> - Group Reading Discussion - Project 4 Discussion 	
Week 13		Hybrid Day Wednesday, 11/19	Read: <ul style="list-style-type: none"> • “Inventing the University” by David Bartholomae (part 1) Notes: <ul style="list-style-type: none"> • In-Text Citations • Works Cited page 		- Outline
		Friday, 11/21		<ul style="list-style-type: none"> - Group Reading & Discussion - MLA Citation Practice 	
Week 14		Hybrid Day Wednesday, 11/26	Read: <ul style="list-style-type: none"> • “Inventing the University” by David Bartholomae (part 2) 		<ul style="list-style-type: none"> - Quiz: MLA Citations & Documentation
		Friday, 11/28	Thanksgiving Break		
		Hybrid Day	Review previous content as needed.		- Journal 5

Week 15		Wednesday, 12/3			
		Friday, 12/5		- In-Class peer Review	- Rough Draft - Peer Review
Week 16 Finals Week	Final Exam	Friday, 12/12			- Final Draft

Course Evaluation Methods

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

Writing Projects: Students will complete four major writing projects to understand and practice the skills and strategies of effective writing in the course

In-class activities and assignments: Students will complete several in-class activities and assignments including outlines for each of the four essays; peer reviews of each of the four essays; quizzes over course concepts and/or readings; small group writing and critical thinking exercises; peer and shares over course content and/or readings; whole and small group discussions over various relevant topics; and guided reading activities.

Journals: Students will compose a number of low-stakes writing assignments to reflect upon and understand their work in the class, course concepts, and readings.

Grading Matrix

Instrument	Value
Project 1: Literacy Narrative	15%
Project 2: Discourse Communities Analysis	15%
Project 3: Entering New Discourse Communities	20%
Project 4: Academic Discourse Essay	25%
In-Class Activities and Assignments	15%
Journals	10%
TOTAL:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = 0 – 59%

Instructor's Policies and Procedures

Grading

All work submitted for a grade will typically be graded and entered into the gradebook in Canvas within 2 weeks, or sooner if possible. Each assignment will be graded based on the criteria explained at the time of the assignment. Major writing assignments submitted to TurnItIn will be graded as quickly as possible depending on scheduling, holidays, and other time restraints, and will be graded using the specific rubric given with the original assignment instructions.

Students are expected to review each rubric for each assignment and produce work specific and according to said rubric. Each rubric will state the specific grading criterion for the assignment and will provide students with an explanation of their score for that assignment. Additional feedback will be provided on an as-needed basis at the instructor's discretion.

To know your current grade in the class, look at the Current Grade column in the Canvas gradebook. Final averages will be rounded up if the decimal value is .5 or higher. For example, if a student's final average is a 69.4, the student will be issued a 69 (which is a D) for the course. If a student's final average is 69.7, the student will be issued a 70 (which is a C) for the course.

Submitting Work

- All work will be submitted on time through Canvas unless otherwise specified.
- Essays and other written assignments may not contain more than 15% similarity.
- All your written work other than Discussion Board assignments must be in basic MLA format. All written work that includes quotes, paraphrases, summary or source information should include internal citations and a Works Cited list. You are expected to use MLA 9th format for all citations.
- All essays and written assignments should be formatted according to MLA guidelines.
- Incomplete work will be given a zero.
- Only doc or docx files will be allowed. No PDF or image files will be accepted.
- Emailed assignments will not be accepted.
- Consult the syllabus, course calendar, and resources folders for assignment information and resources. Students should check their email and read announcements daily as well.
- The revision process should take place BEFORE submitting assignments. Rewrites and corrections will not be allowed after a final draft is submitted for grading.
- All feedback on major writing assignments should be reviewed and final drafts should be revised and proofread before submission.

Feedback

Students should expect feedback from assignments within 3-7 days after a due date. Since there will be more feedback in essays, feedback for essays will take 7-10 days.

Late Work

All assignments will be submitted by the specified due date. With the exception of essay final drafts, late work will not be accepted late nor will the student have the option to make up any missed assignment. Discussion Boards, quizzes, activities/assignments, projects, and other graded assignments will not be accepted if not completed and turned in by the assigned due date. Make-up work is not allowed.

Final drafts of essays have a 3-day grace period after the due date with 10 points deducted per day. After 3 days, the work will not be accepted. Please note that Essay 4 (Final) will not have a 3-day late policy due to time restrictions.

Artificial Intelligence and Student Writing

As part of our commitment to fostering a dynamic learning environment, this course's instructor acknowledges the potential benefits and drawbacks of incorporating generative AI tools into course assignments. While these tools are exciting and have powerful impacts on our personal and professional lives, it is essential to recognize that they are ever-changing and should be used carefully and ethically.

Students are permitted to use language models such as ChatGPT, Grammarly, Quizlet, OpenAI, and similar tools in this class, provided they adhere to the following guidelines:

1. Transparency and Citation:

- Any use of AI tools must be clearly cited in any written work submitted for grading following MLA guidelines.
- Indicate within the body of the written work where AI was used.
- Include a full citation in the Works Cited section, documenting the platform used, the exact prompt or query submitted, and any outputs directly incorporated into the assignment.
- Example:
 - Cited in Your Writing
While the green light in *The Great Gatsby* might be said to chiefly symbolize four main things: optimism, the unattainability of the American dream, greed, and covetousness ("Describe the symbolism"), arguably the most important—the one that ties all four themes together—is greed.
 - Works-Cited-List Entry
"Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald" prompt. *ChatGPT*, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.
- Any written work that reflects any amount of AI-generated content but does not include the required citation and documentation will earn an automatic zero.

2. Originality and Academic Integrity:

- AI tools can be used as a supplement for grammar checking: spelling, word choice, sentence structure, style, and punctuation, but they do not replace critical thinking, analysis, and originality. Students are required to always do their own writing.
- Grammarly, Microsoft Copilot, Google Docs, and any other auto-editing feature on different word processing software/platforms are all powered with AI. Their detection would therefore be noticed if any AI detection tools were to be used. Usage for basic and simple grammar and spelling checks will be tolerated, but the student needs to comprehend that even their usages would come out as AI-generated content detection. No substantial rewording, rephrasing, or usage generatively will be tolerated within such platforms.
- Students should use AI tools only for basic proofreading and avoid advanced AI-powered suggestions that could alter their original work significantly. Note that Grammarly's Authorship tool, for example, can track real-time writing and distinguish between human-typed text and AI-generated or pasted content.

3. Ethical Use:

- Misrepresentation of AI-generated content as entirely original work or failure to disclose AI usage constitutes academic dishonesty. Violations will be addressed according to the guidelines for Academic Dishonesty outlined by the UNT district.

If students require assistance with their writing, they are encouraged to seek support from the instructor or the writing center. These resources are available to help students develop their writing skills and produce original, high-quality work.

Writing Center and BrainFuse

Good writers do not write in a vacuum; rather, they seek feedback and assistance from many people and groups. One of the best resources to use on campus is the Writing Center, where a trained writing consultant can help students review and revise their papers, no matter what stage they're at.

BrainFuse is a free, online tutoring resource for all UNTD students. Students can send drafts of their papers to BrainFuse and receive valuable feedback. This feedback will help you write better paper and, thus, get better grades.

Attendance

Attendance in class is required. In each 15-week semester, students may have up to four (4) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After six (6) unexcused absences, the student may fail the class due to an absence failure.

In each 8-week semester, students may have up to two (2) unexcused absences. After these four unexcused absences, a student's final grade may be reduced at the discretion of the instructor. After four (4) unexcused absences, the student may fail the class due to an absence failure.

Absences may be considered excused only if 1) students have made pre-arranged plans with the instructor for events and circumstances that are appropriate for missing class or 2) the student has documentation (timestamped picture, official note, dated materials) of extenuating circumstances.

If a student is 15 minutes or more late to class and/or leaves 15 or more minutes early from class, they will be marked as absent.

Campus and District 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.

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.

Applied English Program's AI Policy

The UNT-Dallas Applied English program acknowledges the evolving capabilities of Artificial Intelligence (AI) technologies and their various effects on student writing and content creation. The program and the Department of Languages, Linguistics, and Rhetoric is focused on implementing AI-Aware strategies and fostering an environment that emphasizes the ethical and strategic use of AI. Instructors are encouraged to provide clear information, strategies, and policies on AI use in each course and assignment, and students are expected to use AI in an ethical manner. The Applied English program will work at creating an environment of instructor-student-technology collaboration as we move forward in a society where students must learn how to critically harness the capabilities of new technologies.

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 (UNT 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>

