

University of North Texas at Dallas
Fall 2025
SYLLABUS

ENGL 1323-B001: Computer Assisted College Writing II 3 HRS

Department of Languages and Communication	School of Liberal Arts and Sciences
Instructor Name	Bryan Blakely
Office Location	Founders Hall 302A
Office Phone	NA
Email Address	bryan.blakely@untdallas.edu
Office Hours	MW 10:30-11:30
Virtual Office Hours	By Appointment
Course Format/Structure	Face to Face
Classroom Location	FH 212
Class Meeting Days & Times	MW 11:30am - 12:50pm
Course Catalog Description	Study of the relationship between writing and research. Emphasis on the process of perfecting the essay through the writing of several drafts in the freshman computer laboratory
Prerequisites	ENGL 1313 or equivalent.
Corequisites	None
Required Reading	There is no required textbook. All information will be posted in Canvas. Recommended Texts and References: <i>The Purdue Online Writing Lab (OWL)</i> , found online at https://owl.english.purdue.edu/owl/ ; Grammar Help: Grammarly.com; Writing Help: Smart Thinking
Recommended Reading & References	All Readings will be posted in Canvas
Recommended Technology	You will need a laptop for this course.
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

<p>Canvas Resources</p> <p>Supported Browsers:</p> <ul style="list-style-type: none"> • Chrome <p>Supported Devices:</p> <ul style="list-style-type: none"> • iPhone • Android • Chromebook <p><i>Note: Tablet users can use the Canvas app</i></p> <p>Screen Readers:</p> <ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources:</p> <p>Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701</p> <p>For additional assistance, contact UNT Dallas Distance Learning: DAL1, Room 157 Email: distancelearning@untdallas.edu</p> <p>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</p> <p>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</p>
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Course Goals/Overview

English 1323 is dedicated to the study and practice of basic argumentation and research in academic contexts. In this course, students will learn the fundamental structures of argumentation that are employed across the various majors, fields, and professions that are studied in the university. In addition, students will learn about various research methods and citation systems that are used across fields, and how to use research and citation for the purposes of argumentation.

Ultimately, the goal of this course is to guide students in cultivating informed, independent thinking. Students will be expected to demonstrate not only knowledge and understanding, but also critical thinking, original insight, and the ability to construct well-reasoned arguments. This course is not about repeating others' ideas; it's about learning how to engage with them thoughtfully in order to develop and express your own informed perspective on topics that matter to you.

Student Learning Objectives/Outcomes (SLO): At the end of this course, students will be able to:	
1. Critical Thinking	Students will further develop abilities in logically analyzing, evaluating, and synthesizing written, oral, and visual texts from a range of disciplines
2. Communication	<ul style="list-style-type: none"> • Students will develop abilities to create complex arguments by responding to and incorporating ideas and information from various research sources • Students will develop abilities to search, evaluate, choose, and cite appropriate information and sources for research and argumentative purposes
3. Teamwork	Students will develop abilities in collaborating effectively with their peers on written, oral, or visual texts

4. Personal Responsibility	Students will develop habits of monitoring, evaluating, and refining their work to meet the expectations of the course
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 and Discussion Topics

This schedule is subject to change by the instructor.

Timeline	Topic	Discussion	Readings/Activities/Assignments
8/25	Introductions SLO: 2, 4	Introductions <ul style="list-style-type: none"> - Professor/Students - What do you hope to get from this class? - Syllabus - Tech Discussion 	Reading: Class post: “What’s a topic, idea, or issue you’re genuinely curious about—something you’ve always wanted to understand better or investigate more deeply?”
8/27	How Knowledge Gets Made: Research Within Fields SLO: 1, 2	<ul style="list-style-type: none"> - Structure of Scientific Revolutions, Thomas Kuhn - The Importance of having something new to say within a field - What makes an idea revolutionary? How do fields shift? - Beware of Premises, Assumptions 	Reading: Structure of Scientific Revolutions Class Post: “Kuhn argues that progress in knowledge doesn’t always happen slowly or incrementally—sometimes, it comes through revolutionary shifts that completely change how people see the world. Describe a paradigm shift you’ve experienced or observed—something that changed the way you or others think about a topic, issue, or way of doing things.
9/1	Labor Day	No Class	

Timeline	Topic	Discussion	Readings/Activities/ Assignments
9/3	Idea/Topic Generation SLO: 1, 2	Medici Effect: Diversity and Creativity <ul style="list-style-type: none"> - Having something to Say - “Where do great ideas come from?” - The Gap 	Class Post: In The Medici Effect, Frans Johansson argues that innovation happens most powerfully at the intersection of different disciplines, cultures, and perspectives. Think about your own interests, identities, background knowledge, and experiences. Where might two or more of these “intersect” in a way that sparks an interesting question or research idea?
9/8	Idea/Topic Generation SLO: 1, 2, 3	Model an Academic Paper - The “It Me” Meme, Discuss elements, model expectations <ul style="list-style-type: none"> - How to Read like a Writer 	Class Post: Think of something in everyday life that people do, say, or experience—something common but rarely explained.
9/10	Idea/Topic Generation SLO: 1, 2, 3	Read/Discuss: Looking for Trouble <ul style="list-style-type: none"> - Identify “trouble spots” in each idea—what’s worth investigating? - What makes a topic researchable, arguable, and flexible? 	Class Post: What misunderstandings, tensions, or unasked questions surround your possible idea/topic?
9/15	Idea/Topic Generation SLO: 1, 2, 4, 5	Library Day: Librarian gives 20–30 min overview of databases, subject guides, citation managers, and getting books. Also introducing Subject Librarians <ul style="list-style-type: none"> - Research Databases, books - How finding one good source, leads to more sources - How to read academic Articles - They Say/I Say 	Class Post: Describe something you learned today. This could be about how the library works (a database trick, a helpful librarian, a research guide you found, etc.) or something new or surprising you discovered while researching your topic.

Timeline	Topic	Discussion	Readings/Activities/ Assignments
9/17	Idea/Topic Generation SLO: 1, 2, 3, 4, 5	Full Class feedback using guiding questions and AI for deciding on a topic: <ul style="list-style-type: none"> - What's the angle? - What is the Gap? - Importance of Making Notes - Where might you look for data or primary sources? - Introduce Research Matrix 	Class Post: Create 3 Potential Research Questions Using AI
9/22	Research SLO: 1, 2, 4, 5	Library Day What is good research? <ul style="list-style-type: none"> - Types of sources (scholarly, popular, professional, primary vs. secondary) - Research Matrix - The Importance of making Notes 	Class posts: Create 5 "What do I need to know?" Questions related to your topic.
9/24	Research SLO: 1, 2, 3, 4, 5	Discuss/Workshop Annotated Bibliography <ul style="list-style-type: none"> - How to go deep and not wide. - Argument Mapping - Conducting Primary Research - The Importance of making Notes 	Class Post: Think about what your research question could be, ask AI for options. Is it a question that goes deep or wide?
9/29	Research SLO: 1, 2, 4, 5	Library Day: Further work researching more sources and honing Annotated Bibliography <ul style="list-style-type: none"> - Conducting Primary Research - The Importance of making Notes 	Class Post: What are some ways you could conduct primary research related to your topic? Consider options like surveys, interviews, observations, or even content analysis.
10/1	Research SLO: 1, 2, 3, 4, 5	<ul style="list-style-type: none"> - Model Primary Research - Creative Project Options - Discuss/Workshop - Finalizing Research - Questions and Primary Research options 	

Timeline	Topic	Discussion	Readings/Activities/ Assignments
10/6	Research SLO: 1, 2, 3, 4, 5	Discuss/Workshop Finalizing Research Questions and Primary Research options	Assignment Due: Turn in Annotated Bibliography end of day.
10/8	Research SLO: 1, 2, 3, 4, 5	- Discuss any questions on Primary Research Creative Projects - Work on Primary Research Creative Project Proposal	
10/13	Research SLO: 2, 3, 4	Primary Research Creative Project Pitch Day	
10/15	Research SLO: 2, 3, 4	Primary Research Creative Project Pitch Day	Assignment Due: Creative Project Proposal
10/20	Drafting SLO: 1, 2, 3, 4, 5	Structure of a Research Paper - Workshop Argument Mapping and Rhetorical Situations - Have students present article they've been reading	
10/22	Drafting SLO: 1, 2, 4, 5	Thesis Workshop, Rhetorical Situation	
10/27	Drafting SLO: 1, 2, 4, 5	APA Citation Style Creating Ugly Notes Draft	
10/29	Drafting SLO: 1, 2, 4, 5	Rough Draft, Turning Notes and sources into Paragraphs.	
11/3	Drafting SLO: 1, 2, 4, 5	Source Integration and Evidence How to quote, paraphrase, and explain	
11/5	Drafting SLO: 1, 2, 3, 4, 5	Copy Writing and Editing with AI.	
11/10	Drafting SLO: 1, 2, 3, 4, 5	Copy Writing and Editing with AI.	First Draft Due by End of Day
11/12	Drafting SLO: 1, 2, 3, 4, 5	Peer Review Workshop: Students read and give feedback on two papers.	
11/17	Drafting SLO: 1, 2, 3, 4, 5	Peer Review Workshop: Discuss First Draft/Review questions and Creative Project Progress Check	
11/19	Drafting SLO: 1, 2, 4, 5	Free Work and Questions before Second Draft Due	Second Draft Due by End of Day

Timeline	Topic	Discussion	Readings/Activities/ Assignments
11/24	Drafting SLO: 1, 2, 4, 5	Final Editing Strategies + Citation Review	Thanksgiving Week, No Homework
11/26	Drafting SLO: 1, 2, 4, 5	Final Editing Strategies + Citation Review	Thanksgiving Week, No Homework
12/1	Creative Project Presentations SLO: 1, 2, 3, 4	Creative Project Presentations	Creative Projects Due Prior to Class
12/3	Creative Project Presentations SLO: 1, 2, 3, 4	Creative Project Presentations	
12/8	FINALS SLO: 1, 2, 4	Answer any remaining Questions	Final Papers Due end of Day
12/10	FINALS SLO: 1, 2, 3, 4	Wrap up Discussion	

Course Evaluation Methods

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

Class Discussion Participation: (20% of Final Grade)

Active participation in class discussions is an essential part of our work together. You are expected to come prepared to engage thoughtfully with the assigned readings and to contribute respectfully to our conversations. Good discussion etiquette—including listening actively and building on others' ideas—is expected at all times. If I haven't heard from someone during a discussion, I'll do my best to invite their voice into the conversation. Contributions may include presenting work and insights from your Class Posts, Written Essays, and Creative Projects.

Class Posts: (10% of Final Grade)

Throughout the semester you will compose a number of short-answer posts (10) that are connected to class content which will be posted on the class's Canvas forum.

Form: Journal-style writing that is typically concise, consisting of a paragraph or two that captures the writer's personal thoughts, reflections, and ideas.

Annotated Bibliography (10% of Final Grade)

In this assignment, you will compile an annotated bibliography of at least 7 credible sources related to your research topic. For each source entry will include: a full citation in APA format, brief summary of the source's main argument or findings, an evaluation of the source's usefulness, a short reflection on how you plan to use the source in your own project, and any notes that you made related to the source including quotes you might use and thoughts about how you will use the source to support your ideas.

The goal of this assignment is to help you critically engage with your sources, identify opportunities in your research, and begin to organize your ideas for the final argumentative paper.

It will also help you clarify your research question and prepare you for the Primary Research Creative Project and the Final Argumentative Paper.

Form: A list detailing at least 7 sources

Due: End of day Monday 10/06

Primary Research Creative Project Proposal (10% of Final Grade)

This proposal serves as a planning document for your Primary Research Creative Project. It gives you the chance to clarify your topic, research method, and creative approach before you begin building the final product. It also allows me to provide feedback on scope, feasibility, and alignment with your overall research goals.

You will also deliver a short in-class pitch of your idea before submitting the proposal. That verbal presentation is your opportunity to test ideas and receive informal feedback from your peers.

Form: Question/Answer Worksheet that is provided for you to fill out in Canvas.

Due: End of day Wednesday 10/15

Primary Research Creative Project (25% of Final Grade)

This project invites you to explore your research topic through a creative, audience-focused format that incorporates primary research—such as interviews, surveys, observations, or data-tracking. The goal is to reimagine academic research as something engaging and public-facing, rather than limited to a traditional essay.

You will present your final project to the class in a brief, engaging presentation designed to communicate both your research and your creative choices. Your work should demonstrate thoughtful inquiry, synthesis of ideas, and intentional design choices appropriate for your chosen medium and audience.

Form: Open format + 5–7 minute class presentation

Due: Prior to Primary Research Creative Project Presentations Day 12/01

Final Argumentative Paper (25% of Final Grade)

This final paper is your opportunity to make a sustained, research-based argument on a topic of your choosing. The goal is to demonstrate your ability to: develop an original and defensible claim, support it with credible primary and secondary research, and communicate your claim clearly to an academic audience.

This assignment is your opportunity to demonstrate your ability to enter an academic conversation with depth, clarity, and purpose. You'll be evaluated on the originality of your argument, the quality and integration of your research, the organization and clarity of your writing, and your attention to audience, tone, and style. Your work should reflect the intellectual journey you've taken throughout the course, building on your Annotated Bibliography, and creative project to present a well-reasoned and rhetorically effective final statement.

Form: The final argumentative essay will be 3,000–4,000 words (10–15 double-spaced pages, not including the bibliography) and should present a clear, arguable thesis that responds to a specific

research question or problem. Your argument must be supported by at least seven credible sources, including your own primary research. The paper should be logically organized, with well-developed paragraphs, strong topic sentences, and smooth transitions. You are expected to integrate sources accurately and consistently through quotation, summary, and paraphrase, and to include a correctly formatted References page using APA citation style.

Due: End of day Monday 12/08

Grading Matrix:

Instrument	Percentage
Class Discussion	20
Class Posts	10
Annotated Bibliography	10
Primary Research Creative Project Proposal	10
Primary Research Creative Project	25
Final Argumentative Paper	25
Total	100

Grade Determination:

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = 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>. 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.

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.

Assignment Policy:

10 points will be deducted for every class period that papers are late. If you feel you are falling behind in the course or struggling to meet deadlines, please come speak to me **before** assignments are due.

Canvas Use

This course will make extensive use of Canvas. Students are expected to log in regularly to:

- Post on the Discussion Board when required.
- Submit all assignments electronically.
- Check grades and monitor progress in the course.
- Communicate with the instructor through Canvas messages.
- Access the syllabus, course readings, and other materials.

Technology

Laptops will be a necessary tool in this class. They will be used for in-class writing, research, and engagement with AI systems as part of the course requirements. Please ensure your device is charged and ready for classroom activities.

Food and Drink

Food is not permitted in the classroom. A water bottle with a secure lid is allowed.

Incomplete Grades

The University of North Texas at Dallas' official policy on grades of Incomplete ("I"). An Incomplete may be assigned only when:

- The student has completed a substantial portion of the coursework with a passing grade,
- Circumstances beyond the student's control (such as illness or emergency) prevent completion of the remaining requirements, and
- The student arranges with the instructor to finish the outstanding work within the university's stated timeframe (usually by the end of the next long semester).

If you believe you may need an Incomplete, you must contact me as soon as possible to discuss eligibility and develop a written plan in line with UNT Dallas policy.

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 UNTDisability@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 (**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>