

# University of North Texas at Dallas

Fall 2024

## SYLLABUS

### COMM 2311.0001: Introduction to Social Media - 3 hrs.

<b>Department of</b>	Communication & Digital Media
<b>Instructor Name</b>	Dr. Jonathan Villarreal
<b>Office Location</b>	FH 210
<b>Office Phone</b>	@ Microsoft Teams
<b>Email Address</b>	Jonathan.Villarreal@untdallas.edu
<b>Office Hours</b>	MoWe 12:00pm – 1:00pm TuTh 2:00pm – 3:00pm; also by appointment
<b>Virtual Office Hours</b>	MoWe 12:00pm – 1:00pm TuTh 2:00pm – 3:00pm; also by appointment
<b>Course Format/Structure</b>	Face to Face
<b>Classroom Location</b>	FH 242
<b>Class Meeting Days &amp; Times</b>	MoWe 2:30PM - 3:50PM
<b>Course Catalog Description</b>	Study and application of social media communication and strategy, including social media platforms and user devices, message distribution, and personal and professional online, social environments.
<b>Prerequisites</b>	ENGL 1313
<b>Corequisites</b>	ENGL 1313
<b>Required Reading</b>	Luttrell, R. & Wallace, A. A. (2021). <i>Social media and society: an introduction to the mass media landscape</i> , (1st ed.). Rowman & Littlefield Publishers. (ISBN: 9781538129104)  Mazer, J. P. (2019). <i>Communication and social media</i> . New York: Oxford. (ISBN: 978-0-19-087764-4)
<b>Recommended Reading &amp; References</b>	Additional readings and materials may be supplied in class or posted to Canvas.  Course blog: <a href="https://untdcomm2311.wordpress.com/blog/">https://untdcomm2311.wordpress.com/blog/</a>
<b>Access to Learning Resources</b>	<b>UNT Dallas Library:</b>

	Phone: (972) 338-1616; Website URL: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> <b>UNT Dallas Bookstore:</b> Phone: (972) 780-3652; Website URL: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> Email: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>
<b>Canvas Resources</b>  <b>Supported Browsers:</b> <ul style="list-style-type: none"> <li>• Chrome 67 &amp; 68</li> <li>• Firefox 60 &amp; 61</li> <li>• Flash 29, 30 (for audio/video)</li> <li>• Respondus Lockdown Browser</li> <li>• Safari 10, 11</li> </ul> <b>Supported Devices:</b> <ul style="list-style-type: none"> <li>• iPhone</li> <li>• Android</li> <li>• Chromebook</li> </ul> <i>Note: Tablet users can use the Canvas app</i>  <b>Screen Readers:</b> <ul style="list-style-type: none"> <li>• VoiceOver (Safari)</li> <li>• JAWS (Internet Explorer)</li> <li>• NVDA (Firefox)</li> </ul> <i>Note: There is no screen reader support for Canvas in Chrome</i>	<b>Getting Help with Canvas:</b>  <b>Canvas 24/7 Phone Support for Students: 1-833-668-8634</b>  <b>Canvas Help Resources:</b>  <b>Canvas Student Guide -</b> <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a>  For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 Email: <a href="mailto:distancelearning@untdallas.edu">distancelearning@untdallas.edu</a>  <b>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</b>  <b>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</b>

## Course Overview

### Course Goals/Overview:

The goal of this course is to:

1. To identify major social media platforms and the role they play.
2. To understand how to create content for various social media platforms.
3. To communicate effectively through a blog platform.
4. To use social media professionally and strategically.
5. To establish an online presence for professional advancement.

## Learning Objectives/Outcomes:

At the end of this course, the student will be able to:

1. Apply multiple communication perspectives to make sense of social media adoption and use, through class discussion, the theory paper and the final projects.
2. Understand the various methodological approaches that can be used to study social media by applying class discussion to reading material.
3. Discuss social media intelligently using appropriate language and terminology derived from scholarly papers and class discussion.
4. Understand the implications of social media for a variety of social issues through the course readings and class discussion.
5. Think abstractly about the role of social media in personal and organizational contexts during class discussion and while writing the final paper.

## Course Outline

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

Dates	Course Content	Assignments/Readings Due
<b>Week 1</b>		
Monday, 8/26	<b>Course introduction</b> Set ground rules and guidelines <b>Introductory Exercise</b>	
Wednesday, 8/28	<b>Course Logistics</b> Setting Up Wordpress, Assigning Groups Why study Social Media?	

Blog Assignment: Join Wordpress and the class blog. Make your initial post using any one of the posting formats available to you through Wordpress (text, images, memes, combination of them). You may share anything you like in this initial post; however, make sure you stay within the confines of taste and decorum expected of colleagues communicating in a professional environment.

### Week 2

Monday, 9/2	No class – University holiday	
Wednesday, 9/4	Ch. 1 The Frameworks of Social Media  Case Study 4: Facing Today: Examining Social Media Use in	Ch. 1 Mazer Chapter authors: Dunn & Horn

Blog Assignment: How do you define social media? Are there any sites that we “traditionally” do not consider social media that you would include in that category? What makes them social? What does the exclusion of some media sources say about our understanding of social media?

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**Week 3**

Monday, 9/9	Media Developing Relationships “What is the Social in Social Media?” Case Study 29: “Social Media in the Workplace: A Space for Escape”	Lovink article Mazer Chapter author: Staggs
Wednesday, 9/11	Ch. 2 The Dark Side of Social Media “Millennials and the Normalization of Surveillance on Facebook” Case Study 1: “She Posted about Him Again?” Social Media Jealousy and Conflict in Romantic Relationships	Ch. 2  Fulton & Kibby article  Mazer Chapter author: Gettings

Blog Assignment: Based on our discussion of the surveillant nature of Facebook, what other parallels can you see with other social media sources? How do we surveil each other (nevermind what the government does to us)? What problems does this pose to the argument to limit [government] surveillance of the public?

**Week 4**

Monday, 9/16	“The Effects of Facebook Relational Maintenance on Friendship Quality: An Investigation of the Facebook Relational Maintenance Measure” Case Study 13: #mommywars: Exploring Group Membership, Social Support, and Conflict among Subgroups of Mothers on Facebook	McEwan, Sumner, Eden, & Fletcher article  Mazer Chapter authors: Vallade, Kaufmann, & Ogenweller
Wednesday, 9/18	Ch. 3 Benefits of Social Media Case Study 3: Creating, Maintaining, and Navigating Interpersonal Relationships: Using Multiple Computer-Mediated Channels	aker & Walsh article  Schwartz & Halegoua article  Bishop article

Blog Assignment: Pick an online site that you participate in (something smaller than “Facebook” or “Twitter,” e.g. a particular Facebook community, or a fan forum for a sports team). Do you consider it a “community”? Why (not)?

**Week 5**

Monday, 9/23	“‘Good Morning Fitfam’: top posts, hashtags and gender display on Instagram” “The Spatial Self: Location-Based Identity Performance on Social Media” Why the 'Ideal' Influencer Looks Like...That	Baker & Walsh article  Schwartz & Halegoua article  Bishop article
Wednesday, 9/25	Ch. 4 Mass Media to Niche Media Case Study 6: When You Don’t See the Sign, Do You Push or Pull the Door? Understanding Computer-Mediated Communication and Long-Distance Intimate Partners from an Attachment Theory Perspective	Ch. 4 Mazer Chapter Author: Jenkins

Blog Assignment: Pick a pre-web technology and compare it to one of your favorite websites, apps, or games (e.g. record player vs. Spotify). Hint: What's the difference between the internet and the web?

#### Week 6

Monday, 9/30	"Social Network Sites: Definition, History, and Scholarship" "Why these Social Networks Failed So Badly"	boyd & Ellison article Kimball article
Wednesday, 10/2	Ch. 11 Measuring Social Media Case Study 26: Marketing or Manipulation? The College Decision-Making Process for International Students	Ch. 11 Mazer Chapter author: Rafi

Blog Assignment: What are the benefits of measuring media? What are the challenges? What implications are there in conducting social media research for individual privacy?

#### Week 7

Monday, 10/7	Ch. 10 Entertainment Media Case Study 19: Fight of the Century	Ch. 10 Mazer Chapter authors: Cranmer & Bowman
Wednesday, 10/9	"YouTube as a Participatory Culture" "Making Media Participatory"	Chau article Spurgeon & Edmond article

Blog assignment: Peruse [www.knowyourmeme.com](http://www.knowyourmeme.com)'s Meme Database for a half hour or so. Pick a meme (either one you found there or one you were previously familiar with) and write a quick analysis of what the meme involves. What do memes have to say about power and social capital?

#### Week 8 – Short Reports due in Canvas Wednesday 10/16, 11:59 pm

Monday, 10/14	<b>Presentations of Short Reports</b>	
Wednesday, 10/16	<b>Presentations of Short Reports</b>	

Extra Credit Blog Assignment: This is a creative blog assignment post. After reviewing the different social media etiquette rules and completing the short report assignment, propose other ways to violate social media etiquette. What are social media violations we may not know, yet, but that may become real in the [very] near future?

#### Week 9

Monday, 10/21	Ch. 5 Business and Strategic Communications Case Study 15: Social Media and Different Generations: Cultural and Economic Aspects	Ch 5 Mazer Chapter authors: Kim & Ferguson
Wednesday, 10/23	"From Friendfunding to Crowdfunding" "No minorities, no meat? Gig economy deepens cities' divides"	Borst, Moser, & Ferguson article Chandran article

Blog Assignment: Select a social media site and do a Google search about that site. Who owns it? Who is its parent company? How do you think this impacts the voice of members of that site? Do they censor anything? Is there content that they do not censor, but you think they should?

### Week 10

Monday, 10/28	Ch. 7 Sports Communications Case Study 27: Social Media on the Golf Course"	Ch. 7 Mazer Chapter Author: Smith
Wednesday, 10/30	"Thinking Twice before You Post" Case Study 20: Sports Identity: Making Sports Connections Through Online Fantasy Play	Sanderson article Mazer Chapter Author: Lanham

Blog Assignment: Select a sports team (high school, college, or professional) and research their social media presence online. How do they curate information about their franchise? How is it effective or not? How does the team's account coordinate with the individual player accounts for posted content? What are the risks for the teams and individual players when posting online content to promote their brand(s)?

### Week 11

Monday, 11/4	Ch. 6 Crisis Communications "Will the real Weibo please stand up? Chinese online contention and actor-network theory" "Oh, WikiLeaks, I would so love to RT you:' WikiLeaks, Twitter, and Information Activism" Case Study 2: "Are You Okay?" Online Harassment and Cyberstalking	Ch. 6 Poell, de Kloet, & Zeng article  Lynch article  Mazer Chapter authors: Batti & Linabary
Wednesday, 11/6	"Tweeting democracy: An ethnographic content analysis of social media use in the differing politics of Senegal and Ethiopia's newspapers" Case Study 23: Professor Twitter Use and Student Impression Formation: The Warranting Value of Professor Social Media	Lemke & Chala article  Mazer Chapter authors: Clark-Gordon & Bowman

Blog Assignment: Choose a social media technology we've never discussed in class. Post a brief analysis of its affordances and norms, and how it may impact social or political issues. (The point of this assignment is to show that you can use the tools developed in this class to discuss technologies that we can't even imagine yet!)

### Week 12

Monday, 11/11	"Social media and loneliness: Why an Instagram picture may be worth more than a thousand Twitter words" "Snapchat is more personal': An exploratory study on Snapchat behaviors and young adult interpersonal relationships"	Pittman & Reich article  Vaterlaus, Barnett, Roche, and Young article Mazer Chapter author: Kettlewell
Wednesday, 11/13	Ch. 9 Health Communications Case Study 11: Recognizing Warning Signs and Helping Someone in Crisis	Ch. 9 Mazer Chapter Author: Pollard

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Blog Assignment: Select a health subject to research online. What resources are available for individuals who are seeking medical advice? What resources are missing? What are the benefits and risks of utilizing social media resources to access health information and/or communities of support?

### Week 13

Monday, 11/18	“Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage” “Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage”	Omar & Dequan article  De Leyn, De Wolf, Abeelee & De Marez article
Wednesday, 11/20	Ch. 12 Keeping up with Social Media “Algorithmic Ideology” Case Study 22: To connect or not to connect: Professional networks and social media	Ch. 12 Mager article Mazer Chapter author: Fetherston

Blog Assignment: Do you have or use TikTok? What do you think are some positives to TikTok (the platform)? Do you think there any negatives to TikTok (platform AND use)?

### Week 14

Monday, 11/25	<i>TBA research assignment</i>	
Wednesday, 11/27	<i>TBA blog assignment</i>	

### Week 15 – Final Presentations – Final Papers due in Canvas Friday, 12/6, 11:59 pm

Monday, 12/2	<b>Final Presentations</b>	
Wednesday, 12/4	<b>Final Presentations</b>	

### Finals Week – Self-Analysis due on the class blog Wednesday, 12/11, 11:59 pm

Wednesday, 12/11	<b>Final Blog Post Due</b>	
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Final Blog Assignment: This assignment is in lieu of a final examination. Write a final blog post evaluating your growth throughout the semester. Think about your expectations on the first day of class. What did you want to accomplish? Who are you now versus who you were at the start of the semester? Are you “a better version of yourself?” In what ways? What concepts from our course did you master? What concepts were challenging for you to consider and/or address? Discuss your continued plans for improvement, i.e. on what would you like to continue to work? **N.B. The assignment for this blog post is not included in the Blog grades. It has its own separate grade.**

## Course Evaluation Methods

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

- 1. Participation and In-Class Exercises (200 points):** Small assignments consisting of in-class exercises, small group exercises, and discussion groups make up your participation grade in this class. We will have a variety of these, as part of an active class. Missing more than a few class meetings is dangerous to your grade. Participation credit is awarded daily and CANNOT be made up, even with an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day.
- 2. Blog Posts (150 points):** This is a course about social media and, as such, we will be incorporating social media use into the course. There will be weekly blog posts to address topics relevant to the week's discussion. You will find the prompts for each blog post in the course calendar. All blog posts are due on Sunday by 11:59 pm.  
  
To join our blog, you will need to create and verify an account with Blogger before you will be allowed to post anything. After you have created a Blogger account, send me an email with your email address, so I can send you an invite to the blog.  
  
**Note:** Please maintain a mindset of flexibility when it comes to blog posts. Although the topics are scheduled with preset blog questions, life is always in motion and we may find a weekly topic or questions change based on some upset or event in social media, direction of class discussion, etc.
- 3. Short Report (150 points):** At the midterm point of the semester, you will be required to write a paper reflecting on social media use and expectations. For this assignment, you will be expected to breach some aspect of social media etiquette (within reason, i.e. do not break the law) and write a report on the experience. Address questions, including what you did, why it is a violation of netiquette, how you responded to the situation, how others responded to your breach of protocol, and why you think this happened. This short paper includes a research component, wherein you will examine relevant research to help you explain what you did and reactions of both you and others. This is a 3-4-page, typed, double-spaced (APA formatted) paper due at the start of the 8th week of class. During the 8th week of class you will present about your paper and what you learned from the process. The full assignment description will be made available on Canvas in the assignment file.
- 4. Class Discussion Facilitation (200 points):** Working in a small group, you will lead discussion during one class meeting. On the date you and your partners select, you must be prepared to organize the class discussion, providing relevant handouts or sharing visuals that highlight the concepts you are covering for the selected class period. The facilitation will be a minimum of 35 minutes in length. Date selection for these assignments will be done during the first two weeks of class.
- 5. Final Research Project and Presentation (250 points):** At the conclusion of this semester, you will submit a research project based on what you have learned about social media through our course, your life experiences, and your own personal research. You will research some sociocultural issue related to social media. Subject matter may include but not be limited to social movements who have used social media to gain/maintain momentum, identity and representation through social media, ownership of social media, any of the topics we have discussed in class, etc. This is an assignment with a



graded research component and will consist of both a paper and a formal presentation of your research in class. The major research project is a partnered assignment. Your paper should be 7-8 pages (2 partners)/9-10 pages (3 partners). You must include a references page and appropriate citation in APA style. This assignment requires the use of a minimum of 3 scholarly sources (not including the text book or websites) per writing partner. You may, of course, use the text, class readings, and websites, but they will not count toward your required 6-9 scholarly (peer-reviewed) sources.

In addition to the written piece you will present the key points and findings of your final paper to the class. For your presentation, you will have 7-8 minutes to share with your audience what you learned about social media from your research project. See the course calendar for scheduled presentation dates.

**6. Self-Analysis (50 points):** The final blog post and presentation for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. You will share briefly in a two-minute impromptu discussion at the final class meeting about your reflections. Failure to appear at the last class meeting will result in a 0 for this assignment.

### Extra Credit Opportunities

Extra credit opportunities may be announced at some point in the semester and are NOT guaranteed. Any opportunity will be announced well in advance.

**Grading Matrix:** Each of the following assignments will be detailed on Canvas. Be sure to access Canvas frequently for assignment guidelines and other important class documents.

Instrument	Value (points or percentages)	Total
Participation/Class exercises	200 points	200
Blog Posts	150 points	150
Short Report	150 points	150
Class Discussion Facilitation	200 points	200
Final Research Project	250 points	250
<u>Self-analysis</u>	50 points	50
<b>Total</b>		<b>1000</b>

**Grade Determination:** Your final grade is based on a total out of 1000 points.

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 599 and below

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://www.untDallas.edu/hr/upol>

Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.

### **Assignment Policy:**

Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

### **Exam Policy:**

Exams/quizzes should be taken as scheduled. No makeup examinations/quizzes will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

### **Active Learning:**

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

### **College-Level Reading, Writing, and Speaking Skills:**

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1" Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Canvas before 11:59 pm the day they are due.
- Be sure to proofread your written work before submitting in order to correct any grammatical errors or spelling mistakes. Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.

\*\*\*If these requirements are not met, points will be deducted from your paper grade.\*\*\*

### **Ethics and Integrity:**

Students are expected to complete their own original work, including but not limited to assigned work in class or at home, examinations, and research-based projects. It is academic dishonesty to use the ideas, data, or language of another without specific or proper acknowledgement. If you use ideas of others, regardless of who those individuals are (experts in their field, websites, friends from class, etc.), you must provide proper citation. 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, tampering with the academic work of other students, use of Artificial Intelligence software to complete your work (unless explicitly permitted), or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under university regulations.

### **Presentation Policies:**

No profanity or content of a graphic nature. No children, animals, weapons, fire, grease (cooking) or dangerous objects. Any props you choose to use MUST be pre-approved by the instructor. Any prop used that has not been pre-approved will automatically reduce your grade for the presentation. If you are unsure about a topic, please talk to your instructor. Please be mindful of your presentation topic and how you present it – this is a learning environment where we can and should be able to discuss any topic, even controversial topics, with care and consideration. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers' presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

### **Grading:**

Grades will be discussed only during the instructor's office hours and never over email. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no

later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all the information. After 48 hours, your grade will not be changed.

**Drop/Withdrawal Policy:**

Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of "F." Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

**Citizenship:**

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

**Mobile Technology Policy:**

Although there may be opportunities to use mobile technology in class, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or "playing" on social media, please TURN IT OFF AND PUT IT AWAY. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

## 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 accommodations 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 accommodations 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 letter 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](mailto: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.

**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 particular 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 (UNT Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>).

**Classroom Disruption:**

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (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's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have 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.

**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:**

In order 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 experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call 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>