

**University of North Texas at Dallas**  
**Fall Semester 2025**  
**SYLLABUS for Distance Learning**

**PLDR 5375-0081: Citizen Engagement, Advocacy, and Community Leadership**  
**3 Credit Hours**

Department of		Public Leadership	School of	Liberal Arts & Science
Instructor Name:		Dr. Janiece Upshaw		
Office Location:		200C, Founders Hall		
Office Phone:		972/338-1538		
Email Address:		janiece.upshaw@untdallas.edu		
Office Hours:		Campus: Monday, 1:00 – 4:00 p.m. Saturday: 3:00 – 4:00 p.m. Or by appt.		
Classroom Location:		FH 240		
Class Meeting Days & Times:		Saturday: 9:00 a.m. – 2:50 p.m.		
Course Catalog Description:	This course focuses on effective methods of citizen engagement in a democracy, community building, and the role of advocacy practiced by community leaders, nonprofit and public organizations to bring about social change.			
Prerequisites:	PLDR 5320 & PLDR 5300			
Required Text:	1. Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (Essential Texts for Nonprofit and Public Leadership and Management) 2nd Edition by Suzanne W. Morse Publisher: Jossey-Bass, March 10, 2014 2. The Responsive City: Engaging Communities Through Data-Smart Governance Stephen Goldsmith, Susan Crawford ISBN: 978-1-118-91090-0   August 2014   Jossey-Bass 3. Our Kids: The American Dream in Crisis Paperback by Robert D. Putnam, March 29, 2016 4. Stir It Up: Lessons in Community Organizing and Advocacy by Rinku Sen, ISBN: 9780787965334			
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untDallas@bkstr.com			
Course Goals or Overview: The goals of this course are as follows -				
	1. To develop an integrated process of joint work in communities that can yield the greatest evidence of success. 2. To build a framework for strategic decision making and investing. 3. To develop a pragmatic understanding of how to lobby and advocate to improve quality of life issues. 4. To integrate solutions of Smart City Governance into the UNTD Urban Institute			
Learning Objectives/Outcomes: At the end of this course, students will be able to:				
1	To analyze issues in South Dallas against the backdrop of Putnam’s work in “Our Kids: the American Dream in Crisis.”			
2	To develop an advocacy plan that uses citizen engagement.			
3	To write a comprehensive bill that can be introduced to the state government officials.			

4	To produce a persuasive white paper on the promotion of citizen engagement, advocacy and community leaders at the UNTD Urban Institute	
Week 1	August 25 - 30	Online
Week 2	Aug 31 – Sept. 6 (Sept. 1 – Holiday)	Sept 6: 9:00 – 2:50
Week 3	Sept 7 - 13	Sept. 13: 9:00 – 2:50
Week 4	Sept 14 - 20	Online
Week 5	Sept 21 - 27	Online
Week 6	Sept 28 – Oct 4	Oct. 4: Class – 9:00 – 2:50
Week 7	Oct 5 - 11	Oct. 11: Class 9:00 – 12:00
Week 8	Oct 12 - 18	Online

## Online/Hybrid Course Outline

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

Schedule	Topic	Activities	Due Date
Week 1 (Class)	Building the Foundation for Community Change Investing/Working Together	Morse: Preface, Chapters 1 – 4 Putnam: Chapters 1-6 (Read entire book and write essay due 9/15)	Online Discussion # 1: Part 1 Due by 8/29 Part 2 Due by 8/30
Week 2 (Online)	Foundation for Community Change Investing Right the First Time Working Together Building on Community Strengths	Morse: Preface; Chapters 5 - 8 Putnam: Chapters 1-6 (Read entire book and write essay due 9/15)	Class: Sept. 6
Week 3 (Class)	Practicing Democracy Preserving the Past/Growing New Leaders/ Inventing the Future	Putnam: Chapters 1-6 (Read entire book and write essay due 9/14)	Class: Sept. 13
Week 4 (Online)	Introduction to Data Smart Governance Networked Citizenry/ Interactive City  City as Digital Platform/The Responsive Employee	Goldsmith: Foreward by Michael Bloomberg v. – vi. Introduction: 1 – 16 Goldsmith: Chapter 1-3 <a href="http://www.dallascitynews.net/white-house-announces-smart-cities-initiative-dallas-to-launch-innovation-alliance">http://www.dallascitynews.net/white-house-announces-smart-cities-initiative-dallas-to-launch-innovation-alliance</a> <a href="http://www.dallasinnovationalliance.com/what-we-do">http://www.dallasinnovationalliance.com/what-we-do</a> <a href="https://static1.squarespace.com/static/55e72848e4b07d5e3db159f8/t/5be1eb816d2a73056cd37c9f/1541532574863/DIA+Living+Lab+Case+Study.pdf">https://static1.squarespace.com/static/55e72848e4b07d5e3db159f8/t/5be1eb816d2a73056cd37c9f/1541532574863/DIA+Living+Lab+Case+Study.pdf</a> <a href="http://www.dallasinnovationalliance.com/projects/ml">http://www.dallasinnovationalliance.com/projects/ml</a>	Essay on Putnam's Our Kids: The American Dream in Crisis <b>9/14 11:59 p.m</b>  Online Discussion # 2: Due by 9/20

		<a href="http://www.dallasinnovationalliance.com/digital-equity">http://www.dallasinnovationalliance.com/digital-equity</a>	
Week 5 (Class)	Data-Smart City/Rethinking Government Toward More Responsive Cities	Goldsmith: Chapter 4 -8	Online Assignment Smart Cities Challenge Due by 9/27
Week 6 (Online)	Community Organizing Integrated strategies Organizing new constituencies	Sen: Introduction; Chapters 1 - 4	Class: Oct. 4  Stir It Up Exercise #1 Chapter 3 Due by 10/4
Week 7 (Class)	Taking Action Leading Movements	Sen: Chapters 5 – 9	Class: Oct. 12  Stir It Up Exercise #2 Chapter 4 Due by Oct. 11
Week 8 Online			<b>Final Exam due October 18, 11:59 p.m.</b>

## Course Evaluation Methods

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

### Discussion Posts

Three Discussion Posts will be available on Canvas. Discussions are based upon reading assignments, so prepare for each discussion by reading the chapters assigned. Each question for the discussion will be a separate thread. For example Discussion #1 has 3 questions; therefore there will be 3 separate threads. Each individual should read the entire thread before writing their responses to the question. Your posts should reflect a conversation – comment on what you’ve read in the textbooks as well as other student posts; then add your own commentary. Posts only need to be as long as you need to express your opinions. Your classmates will appreciate your ability to write succinctly and not ramble. All students should read the entire thread after the deadline before coming to class. You may post more than once, but not more than 3X to one thread.

#### Discussion #1

1. What are some of the impacts of the changing economy, suburbanization, and demographics in the Southern Sector of the Dallas community? Are these changes positive or negative? (Morse: Chapter 1)
2. What three areas in the southern sector of Dallas need more investments to make the community more successful? (Morse: Chapter 2)
3. Identify an example of an issue you care about. Are there others in the community who care about this issue also? What kind of organizations exist around this issue? (Morse: Chapter 3)

#### Discussion #2

1. Discuss the announcements about Dallas becoming a “Smart City.” Are these areas you believe to be important to citizens? How do you anticipate that this pilot will connect citizens and improve the quality of life as discussed in Morse’s book: Smart Communities (see preface, p. XIII - Thriving Communities Model - 2nd paragraph)?
  - <http://www.dallascitynews.net/white-house-announces-smart-cities-initiative-dallas-to-launch-innovation-alliance>
  - <http://www.dallasinnovationalliance.com/what-we-do>

- <https://static1.squarespace.com/static/55e72848e4b07d5e3db159f8/t/5be1eb816d2a73056cd37c9f/1541532574863/DIA+Living+Lab+Case+Study.pdf>
  - <http://www.dallasinnovationalliance.com/projects/ml>
  - <http://www.dallasinnovationalliance.com/digital-equity>
2. Read the Case Study of the Living Lab, found on the Dallas Innovation Alliance website. What aspects of the Living Lab do you find most exciting?

### **Projects:**

**Reflection Essay** on Putnam's book: Our Kids: An American Dream in Crisis (maximum word count – 1500)

Should include a brief introduction, and discussion of each chapter, and a conclusion.

As a reflection essay, this should incorporate your own responses, opinions, ideas based upon Putnam's writing.

However, **do not write in first person**, as it is an academic paper. You may use the following reflection questions as prompts to help you with each chapter, but they are not required.

1. Do you agree with Putnam about relative changes to the three oppressive mechanisms (race, class, gender)? Why or why not? (Chapter 1)\*
2. Does Putnam's picture of the new American family match your experience and observations? Why or why not? (Chapter 2) \*
3. How does Chapter 3 handle the challenging question of assigning both agency and responsibility to parents? (Chapter 3) \*
4. Chapter 4 doesn't offer many solutions to the "class gap." What should we do within education to address this class gap? (Chapter 4) \*
5. Does Putnam's picture of different levels of social connection in the present day match your experience and observations? (Chapter 5) \*
6. What do you think of Putnam's recommendations? Are there other options we can pursue that he doesn't address? (Chapter 6) \*

\*Alexander, B. (2015, April 1). Concluding Robert Putnam's Our Kids, asking "What is To Be Done?". Retrieved August 1, 2016, from <https://bryanalexander.org/tag/putnam2015/>

### **Online Smart Cities Challenge:**

<https://www.youtube.com/playlist?list=PLE0JbKk9QnJ39QDizBR8pluuY6dfB9kAZ>

### **Addressing the challenges of today and tomorrow**

Over the past year, the U.S. Department of Transportation (U.S. DOT) has leveraged nearly \$350 million in public and private funds for smart city and advanced transportation technologies. Building on Beyond Traffic 2045, the Smart City Challenge provided a spark for cities looking to revolutionize their transportation systems to help improve people's lives. Through the Smart City Challenge, the Department committed up to \$40 million to one winning city. In response, cities leveraged an additional \$500 million in private and public funding to help make their Smart City visions real. And, in October 2016, the Department announced an additional \$65 million in grants to support community-driven advanced technology transportation projects in cities across America, including 4 of the finalists in the Smart City Challenge.

By challenging American cities to use emerging transportation technologies to address their most pressing problems, the Smart City Challenge aimed to spread innovation through a mixture of competition, collaboration, and experimentation. But the Smart City Challenge was about more than just technology. We called on mayors to define their most pressing transportation problems and envision bold new solutions that could change the face of transportation in our cities by meeting the needs of residents of all ages and abilities; and bridging the digital divide so that everyone, not just the tech-savvy, can be connected to everything their city has to offer.

The response to the challenge was unprecedented—we received 78 applications. Cities from Albuquerque to Anchorage and Providence to Portland took the Challenge as an opportunity to create blueprints of their cities' transportation futures.

Seven finalists were selected. Review the final pitch video of the 7 finalist cities. (Each city also presented a detailed written presentation of their plan. Since each plan is 70 – 85 pages in length, you are not required to read them.) Your assignment is to watch each of the 7 finalist videos (each approximately 3' long) and write a brief paragraph about each video, answering the following questions: 1. What impressed you? 2. What didn't impress you?

After you have watched the all of the videos, predict who you think should win and why. Then watch the video announcing the winner. Did you pick the winner? Although this is a fairly informal assignment, and you may use first person, the paragraphs should be well written.

### ***Stir it Up #1: Lessons in Community Organizing and Advocacy by Rinku Sen.***

**Stir it Up Chapter 3 Exercise Instructions:** Based upon your thorough understanding of Chapter 3 from Sen's book, use the criteria from The Midwest Academy key principles listed on page 51 to complete Exercise 3.2, found on pp. 68-69. (Your worksheet will only need 2 columns: Your criteria & Issue #1.) Be sure to read the chapter in its entirety before you attempt to complete the worksheet. You need only select one issue. Be sure to organize the 9 criteria (from page 51) into the order you determine is most suitable for your issue. It does not need to be in the same order as written. After you enter your issue and criteria in the first two columns, rank the issues according to each of the criteria, using the scale provided on the worksheet. Once the issue has been ranked on each criterion, use the author's instructions to determine if you support the issue being moved forward at this time. Write a brief paper (maximum of 2 pages – double spaced) detailing the issue you selected and why, an overview of the ranking process, and your recommendation as to if the issue should be moved forward. **Justify your decision.**

### ***Stir it Up #2: Lessons in Community Organizing and Advocacy by Rinku Sen.***

**Stir it Up Chapter 4 Exercise Instructions:** Review Chapter 4 in Rinku Sen's *Stir It Up: Lesson's in Community Organizing and Advocacy*. Complete Exercise 4.1 on page 83. Select a cause and then develop 4 direct actions to support that cause. Complete all columns of the sheet for each direct action, identifying the target, the demand, and the fall-back to the main demand. Be sure to read all of Chapter 4 before attempting to complete the worksheet.

## **Final Exam**

Instructions:

- a. Please answer all 4 questions.
  - b. Write at the graduate academic level. (use active voice, do not write in 1<sup>st</sup> person, check your spelling and grammar)
  - c. Use Times New Roman 12-point font and double space.
  - d. Answers should be thorough but not exceed 2 pages per question. (In some cases, your answer may be less than a page, but it must be thorough and well written.) The entire exam should not exceed 8 pages.
  - e. Do not retype the questions. Your answers should be written so that the question is contained within your response.
  - f. Use the following Subheadings: Response One, Response 2, Response 3, and Response 4 to separate your answers.
  - g. Include a Title Page Sheet. (APA style)
  - h. Provide citations as necessary. (APA style)
  - i. Include a references page. (APA style)
1. Define deliberative democracy and describe how Hampton, Virginia demonstrated Carcasson and Sprains' (2010) four core principles that drive deliberative democracy. (see *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future*, Chapter Five)
  2. As described in Morse's book, *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future*, what does the phrase, "working together" mean? Describe how Austin, Texas was able to "work together" since its inception. (See Chapter Three)

3. What are the key elements in The Thriving Communities Model®, as developed by the Pew Partnership for Change, that define a successful community? (See Preface) What are the seven leverage points Morse advocates in her book, *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future* (2014)? If you were to begin working on a community issue, what is the leverage point you would select to work on first and why?
4. Read the transcript of former President Barack Obama's December 4, 2013 speech on the economy. Describe the impact of Putnam's book, *Our Kids: The American Dream in Crisis*, on public policy.

[https://www.washingtonpost.com/politics/running-transcript-president-obamas-december-4-remarks-on-the-economy/2013/12/04/7cec31ba-5cff-11e3-be07-006c776266ed\\_story.html](https://www.washingtonpost.com/politics/running-transcript-president-obamas-december-4-remarks-on-the-economy/2013/12/04/7cec31ba-5cff-11e3-be07-006c776266ed_story.html)

<https://obamawhitehouse.archives.gov/the-press-office/2013/12/04/remarks-president-economic-mobility>

### **Oral Exam:**

**Prepare an oral presentation, with an accompanying power point or slide show.**

- 1) describe an actual community issue in your community.
- 2) Describe how the leverage points Morse advocates can be used to address the community issue. Be specific.
- 3) How would you explain selected leverage points to concerned individuals or stakeholders.
- 4) Which point would you choose to work on first? Defend your choice.

Limit slides to no more than 20

Time Limit: 30'.

### **Grading Matrix**

<b>Activities/Assignments</b>	<b>Points</b>	<b>Value</b>
Discussion Posts (2) – 25pts. each	50	10%
Reflection Essay (Putnam Essay)	100	20%
Stir It Up Exercises (20 – 80 pts. each)	160	32%
Class Participation/Attendance	20	4%
Final Exam - Written	100	20%
Power Point Slides	70	14%
<b>Total:</b>	<b>500</b>	<b>100%</b>

### **Grade Determination**

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

### **Assignment Policy:**

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page in APA style
- Margins should be 1 inches (Top, Bottom, Left, and Right)

**Late Policy:**

All assignments are to be submitted online at Canvas. **It is the student's responsibility to ensure the assignment is submitted successfully.** All assignments should be submitted as word documents or PDFs. Do not submit an assignment as an image, as it is difficult, and at times impossible to review. Canvas will time stamp each document. Students are expected to turn in all assignments at the *beginning* of the class on the date the assignment is due. Late work submitted within 24 hours after deadline will receive a grade penalty of 15% deduction regardless of cause. Late work will not be accepted once 24 hours after deadline has passed. Late submission is strongly discouraged and it is in everyone's interest to meet the stipulated deadlines for the various assignments.



# **University Policies and Procedures**

## **Students with Disabilities (ADA Compliance):**

### **Chapter 7(7.004) Disability Accommodations for Students:**

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see [Disability Services Office](#). You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untdallas.edu](mailto:UNTDisability@untdallas.edu) or at Building 2, room 204.

#### Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. [Canvas Instructure Accessibility Statement is also provided.](#)

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

## **Course Evaluation Policy:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

## **Assignment Policy:**

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- Margins should be 1.25 inches (Top, Bottom, Left, and Right). Most MS Word programs have 1.25 inches as a default.

## **Late Policy:**

Students are expected to turn in all assignments at the *beginning* of the class on the date the assignment is due. Late work will receive a grade penalty of 15% deduction regardless of cause or will receive no credit at all. Late submission is strongly discouraged and it is in everyone's interest to meet the stipulated deadlines for the various assignments.

**Exam Policy:** (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

## **Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://catalog.untdallas.edu/content.php?catoid=26&navoid=2077#academic-integrity> for complete provisions of this code.



Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but **text that is submitted must be written by the student**. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. **AI systems can provide helpful information or suggestions, but they are not always reliable or accurate.** Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification. The use of unauthorized AI tools will result in a review of academic misconduct.

<https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>

**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 Policies**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class (ground and/or online). The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes as necessary, if they are absent

### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to [UNT Dallas' Registrar](#) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

### **Online "Netiquette":**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to [UNT Dallas Student Code of Conduct](#). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Assistance:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

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

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- [UNT Dallas Canvas Technical Requirements](#)
- [Canvas Instructure Supported & Unsupported Operating Systems](#)

**Use of Cell Phones & Other Electronic Gadgets in the Classroom or during Virtual Class Meetings**

Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me.

Also, while we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, this class has a “No Cell Phone” policy. This policy is particularly focusing on the growing trend of in-class texting, but it is certainly not limited to this behavior. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

**Incompletes:**

A semester grade of incomplete will be given only under extreme and unusual situations. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester’s end. An incomplete is not a substitute for a poor grade.