

University of North Texas at Dallas
Summer 2025 (Session I)
Advanced Seminar in Psychology (Capstone) - PSYC 4040

University Information

Department of Psychology
School of Liberal Arts & Sciences

Instructor Information

Instructor: Dr. Heekyeong Park

Office: Founders Hall 263 (Virtual Office)

Office Phone: 972-338-1132

Email: Heekyeong.Park@untdallas.edu

Email is the most efficient communication method. Please write your course name (e.g., Capstone) in the subject line for efficient communication and include your name for follow-ups. Without your class information and your name, the response to your email may be delayed. I will do my best to respond to your email within 24 hours on weekdays and 48 hours on weekends.

Office Hours: Monday 11:00 am -1:00 pm & Wednesday 10:00 am– 12:00 pm or by appointment

- (1) Schedule a Zoom meeting using Calendly (<https://calendly.com/heekyeong-park/15min>)
- (2) Meet me over Zoom (<https://untdallas.zoom.us/j/81989615796>) at your scheduled time.
- (3) If you cannot make the appointment, email the instructor to cancel it immediately.

Course Information

Classroom Location: Online

Class Meeting Days & Times: 100% online class

Course Catalog Description: **Advanced Seminar in Psychology (PSYC 4040)**

This course is designed for Senior Psychology majors to develop a senior thesis that integrates and applies psychological ideas, theory, and methods in order to complete primary or secondary analysis.

Prerequisites: C or better in PSYC 1100, 4600, 3100, 3200, and 3210. Required of all Psychology majors. Senior level Psychology majors only.

Required Text:

Galvan, J.L. & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York: Routledge Publishing. ISBN-13: 978-0415315746. ISBN-10: 0415315743

Recommended Text & Websites

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC. ISBN: 978-1-4338-3215-4
- [Purdue Online Writing Lab \(OWL\)](#): You can find APA style, general writing as well as research and citation resources

Access to Learning Resources:

UNT Dallas Library: (972) 780-1616

web: <http://www.untdallas.edu/library>

email: library@untdallas.edu

UNT Dallas Bookstore: (972) 780-3652

web: <http://www.untdallas.edu/bookstore>
e-mail: untdallas@bkstr.com

Supported Browsers:

Chrome 67 & 68
Firefox 60 & 61
Flash 29, 30 (for audio/video)
Respondus Lockdown Browser
Safari 10, 11

Supported Devices:

iPhone
Android
Chromebook
Tablet users can use Canvas app

Screen Readers:

VoiceOver (Safari)
JAWS (Internet Explorer)
NVDA (Firefox)
Note: There is no screen reader support for Canvas in Chrome

Access Canvas via untdallas.instructure.com

Username: your EUID #
Password: your password

Online Resources:

Getting Help with Canvas:

Canvas 24/7 Phone Support for Students: 1-833-668-8634
Canvas Help Resources:
Canvas Student Guide Resources: <https://community.canvaslms.com/docs/DOC-10701>
UNTD Distance Learning - Canvas Student Assistance:

For additional assistance, contact Student Assistance (Distance Learning):

DAL 1, Rm 157
phone: (972)338-5580
email: distancelearning@untdallas.edu

If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress (including ticket number and screenshots).

If you have a course-related issue (course content, assignment troubles, quiz difficulties), please contact me during office hours or by email.

Course Overview/Goals

The purpose of the course is to assist students in designing and completing a research project that integrates the focus and support areas of their major. Students will accomplish the following:

- Employing research databases to collect information
- Refining a valid research question/hypothesis
- Enhancing the literature review related to their topic of study
- Employing their knowledge of IRB protocols and APA guidelines
- Collecting, analyzing, and expressing data
- Writing a final research paper
- Presenting the research to both faculty and peers.

Course Goals

- Identify assumptions underlying theoretical arguments.
- Identify limitations of theoretical arguments.
- Identify assumptions underlying particular research methodologies.
- Identify limitations of particular research methodologies.
- Understand alternative viewpoints on scientific issues.
- Describe how theory contributes to psychological knowledge.
- Compare and contrast major theoretical orientations.
- Describe major theories in selected substantive areas of psychology.
- Design and carry out a research project.
- Critically assess empirical research of others.
- Summarize current research in the particular area.
- Be able to identify the critical ethical issues in research such as confidentiality, informed consent, and minimization of risk to subjects.
- Be aware of various professional codes of research such as the code of ethics from the American Psychological Association.

Learning Objectives/Outcomes

Course Learning Outcomes	Course Outcomes	Related Coursework
Critical Thinking: Students comprehensively explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	<ul style="list-style-type: none">• Students will illustrate effective use of research databases to collect relevant academic articles to explain their research background.• Students will express a meaningful and relevant hypothesis/research question.• Students will effectively analyze and discuss collected data.	<ul style="list-style-type: none">• Article critique/article summary• Hypothesis/research question• Results and discussion sections of a research paper.
Information Fluency: Students will identify, locate, evaluate, and effectively and responsibly	<ul style="list-style-type: none">• Students will illustrate effective use of research	<ul style="list-style-type: none">• Article critique/Article summary

use and share information in a variety of contexts.	<p>databases to collect relevant academic articles to explain their research background.</p> <ul style="list-style-type: none"> • Students will also complete a formal literature review and research paper following APA guidelines. 	<ul style="list-style-type: none"> • Literature review and Research paper.
<p>Written/Oral Communication: Students speak and write to suit varied purposes, audiences, disciplines, and contexts.</p>	<ul style="list-style-type: none"> • Students will complete a formal literature review and research paper following APA guidelines. • Students will also communicate effective research presentations demonstrating relevance to their peers. 	<ul style="list-style-type: none"> • Literature review and Research paper. • Final research presentation.
<p>Integrative Learning: Students will transfer learning to new, complex situations within and beyond the campus.</p>	<ul style="list-style-type: none"> • Students will adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. • Students will draw conclusions by combining examples, facts, or theories from more than one field of study or perspective. 	<ul style="list-style-type: none"> • Research paper and Final Research presentation
<p>Ethical Reasoning and Moral Development: Students will respond to ethical issues, using informed value systems.</p>	<ul style="list-style-type: none"> • Students will recognize and apply the necessary IRB protocols to their research. • Students will also recognize ethical considerations in their research papers and cite sources previously published. 	<ul style="list-style-type: none"> • Research Paper

Chapter Outline

- Chapter 1: Writing Reviews of Academic Literature: An Overview
- Chapter 2: Considerations in Writing Reviews for Specific Purposes
- Chapter 3: Selecting a Topic and Identifying Literature for Review

- Chapter 4: General Guidelines for Analyzing Literature
- Chapter 5: Analyzing Quantitative Research Literature
- Chapter 6: Analyzing Qualitative Research Literature
- Chapter 7: Building Tables to Summarize Literature
- Chapter 8: Synthesizing Literature before Writing a Review
- Chapter 9: Guidelines for Writing a First Draft
- Chapter 10: Guidelines for Developing a Coherent Essay
- Chapter 11: Guidelines on Style, Mechanics, and Language Usage
- Chapter 12: Incorporating Feedback and Refining the First Draft
- Chapter 13: Preparing a Reference List
- Chapter 14: Comprehensive Self-Editing Checklist for Refining the Final Draft

Course Outline

Week	Instructional activity	Student Work
1	<ul style="list-style-type: none"> • Will review course expectations and assist students with selecting a research topic. • Will discuss credible scientific journal resources and individual student research topics. Will learn how to critique research; evaluate what the study did well, what it might have been lacking, and what direction the research should go in the future. • Will learn how to begin conducting a Literature Review; finding related research to your topic of interest. 	<ul style="list-style-type: none"> • Will select a topic of interest and find a related research article. Analyze the methodology and conclusions of your article. • Will complete a critique of your journal article and submit it for approval. Critiques should conclude with the research you intend to do to follow up on this particular study. • Will select a minimum of three scientific research articles related to your topic, and complete a summary of these articles. Summaries should describe how the article relates to your topic and specific research question.
2	<ul style="list-style-type: none"> • Will discuss the basics of research hypothesis. Students will learn how to craft a research question, develop a hypothesis, and propose a predicted outcome based on your hypothesis. • Will learn how to design a research study based on the students' subject of investigation. • Will learn how to conduct a literature review. Students will learn about the importance of thorough preparation by reviewing the literature related to their topic (a literature review). 	<ul style="list-style-type: none"> • Will develop your specific research question, a detailed hypothesis, and predicted research findings. • Will develop the research method best suited for your research question/subject. • Will begin conducting a literature review based on your topic.
3	<ul style="list-style-type: none"> • Students will ensure that their proposed study hasn't already been done before by 	<ul style="list-style-type: none"> • Will continue conducting a literature review based on your topic, and ensure

	collecting sources that support their research question and/or that demonstrates a need for their proposed study. <ul style="list-style-type: none"> • Will discuss how to integrate articles from the literature review into the Introduction section of the research paper. • Will discuss methods of data collection for each student's research design. 	that your idea has not already been proposed. <ul style="list-style-type: none"> • Will complete your Literature Review/ Introduction and submit a draft for approval. • Create your data collection materials/tools and begin collecting data.
4	<ul style="list-style-type: none"> • Will discuss any pitfalls/difficulties in developing your assessment tools and/or collecting data. • Will discuss how to analyze data based on your particular research design. May require lab time on campus to use statistical software. • Will discuss how to compose a discussion section. 	<ul style="list-style-type: none"> • Continue collecting data! • Will complete data analysis and submit a draft of your results. • Will begin comp
5	<ul style="list-style-type: none"> • Will discuss how to properly format in APA style. • Will discuss how to create a Poster presentation based on your research project. • Will meet with each student to review the progress of the research paper, proper formatting, and presentations. • Will evaluate student research presentations. 	<ul style="list-style-type: none"> • Will complete and submit a draft of your discussion section. Begin formatting your paper to meet APA requirements. • Will complete and submit a draft of your presentation detailing your research project and findings. • Will complete and submit final research paper. • Will give oral presentation of your completed research project.

Course Schedule

Assignments are due by 11:59 pm on the due date and should be submitted via Canvas. No email submission will be allowed. The schedule is subject to change, as necessary. Additional readings and activities may be added. Any changes to this schedule will be communicated via email or Canvas announcement.

Week 1

Monday: June 9, 2025

- Read Chapters 1 & 2 (Galvan)

Tuesday: June 10, 2025

- Read Chapters 3 & 4 (Galvan)
- Personal Introduction Due

Wednesday: June 11, 2025

- Read Chapters 7 & 8 (Galvan)

Thursday: June 12, 2025

- Journal Article Critique Due

Sunday: June 15, 2025

- Relevant Articles (3) and Summary Due

Week 2

Monday: June 16, 2025

- Read Chapters 5 & 6 (Galvan)

Tuesday: June 17, 2025

- Read Chapters 9 & 10 (Galvan)
- Discussion #2 posting

Wednesday: June 18, 2025

- Read Chapter 11 (Galvan)

Thursday: June 19, 2025

- Research Question/Hypothesis Due

Sunday: June 22, 2025

- Research Method Summary Due
- Week 2 DQ Reply (1) and Peer Reply (1) Due

Week 3

Monday: June 23, 2025

- Read Chapter 12 (Galvan)

Tuesday: June 24, 2025

- Read Chapter 13 (Galvan)
- Discussion #3 posting

Wednesday: June 25, 2025

- Read Chapter 14 (Galvan)

Thursday: June 26, 2025

- Literature Review Draft Due

Sunday: June 29, 2025

- Week 3 DQ Reply (1) and Peer Reply (1) Due

Week 4

Monday: June 30, 2025

- Analysis of Data - Results Draft Due

Tuesday: July 01, 2025

- Discussion #4 posting

Thursday: July 03, 2025

- Discussion section Draft Due

Sunday: July 06, 2025

- Poster/Presentation Draft Due (5 pts)
- Week 4 DQ Reply (1) and Peer Reply (1) Due

Week 5

Monday: July 07, 2025

- Final Research Paper Due

Tuesday: July 08, 2025

- Discussion #5 posting

Thursday: July 10, 2025

- Final Poster Submission Due

Friday: July 11, 2025

- Week 5 DQ Reply (1) and Peer Reply (1) Due

Saturday: July 12, 2025

- Final (virtual) Presentation

Course Evaluation Methods

It will be your responsibility to monitor the progress of your course grade by using the grading outline provided below. Please feel free to contact me should you have any questions about how to calculate your grade. You can use the outline below to track the points you've earned for each assignment. If you have a concern regarding your progress at any point, please contact me as soon as it arises. Also, it is your responsibility to contact me as soon as possible if you are having difficulty understanding the course material.

The course will consist of the following assignments:

- Discussions (14 pts)
 - Personal Introduction (1X 2 pts),
 - Discussion Questions (4 X 3 pts)
- Assignments (95 pts):
 - Journal Articles Critique (5 pts)
 - Relevant Articles Summary (5 pts)
 - Research Question/Hypothesis (5 pts)
 - Research Method Summary (5 pts)
 - Literature Review Draft (10 pts)
 - Analysis of Data, Methods & Results Draft (10 pts)

- Discussion section Draft (10 pts)
- Poster/Presentation Draft (5 pts)
- Final Paper (20 pts)
- Final Poster (10 pts)
- Final Presentation (10 pts)
- **Total Course Pts: 109 pts**

Grading Scale

- A = 90% and above
- B = 80 to 89.9%
- C = 70 to 79.9%
- D = 60 to 69.9%
- F = 59.9% or below

Assignment Policies

This course is the final capstone experience for your degree. You should expect this course to be very challenging, and to require significant time per week to meet the deadlines prescribed. Please keep in mind that I am here to help! Please contact me with any questions or concerns in emails. I am also available during designated office hours over Zoom for individual meetings. Please schedule a meeting using Calendly and join the scheduled meeting using the office hour Zoom link (see Office hours above). All assignments will be administered via Canvas, i.e. you should submit all assignments over Canvas. No email submission is accepted.

Introduction: In the first week of class you will be asked to provide a personal biography. In an online setting, it is important that we get to know and welcome one another early in the course. Please see Canvas for instructions. You must complete the first discussion board post (your bio) within the first three days of class. This will serve as your initial course attendance.

Discussion Questions (DQs): In weeks 2 - 5 you will be asked to answer DQs relating to the week's readings and activities. These questions will require critical thinking or applications of course topics. Original posts will be due on the discussion board by 11:59 pm of the assigned date (see Canvas discussion boards). You will want to carefully review the Discussion Board Rubric document; this will be used in evaluating your discussion board contributions.

Participation (Peer Replies): In addition to answering DQs, you will also be required to interact with your peers. You are welcome, and encouraged, to post more than the minimum, as these discussions make the online experience rich and interactive. The purpose of peer interaction is to aid in processing material, promote class discussion, and emphasize the practical applications of some of the concepts learned in class materials and your readings. Students will NOT be able to make up participation points once a discussion board has closed.

Grading Timeline:

While it is your responsibility to turn assignments in on time, it is my responsibility to grade and return them in a timely matter. In general, assignments are graded and posted on the course grade on Canvas within seven days of the assignment's due date. No grade will be given beyond the availability date of the assignment.

Life Happens:

You can request a one-time, no-questions-asked extension on one of the class assignments except for last week (no extensions for any activities due in the last week). **This must be requested within 24 hours before or after the assignment is due.** I will give you up to 3 days past the original deadline to submit the assignment as long as it does not conflict with the academic calendar. To use this, do the following steps:

- (1) Email me (see “Course-related correspondence” for guidelines on how to email me).
- (2) Feel free to provide an explanation or provide no explanation at all.
- (3) Tell me the assignment you would like an extension for.
- (4) Wait for an email back from me to finalize the extension.

Late Work/ Make-up policy:

All assignments/exams should be submitted online via Canvas. No email submission will be accepted. **Students who miss an assignment must document an illness or family emergency to become eligible for turning in assignments without penalty.** Such documentation must be provided within 3 days of the missed assignment due date. In general, **a request will be approved only with a university-approved excuse and valid documentation.** Examples include documented funeral attendance, religious holidays, and illness (See student handbook). The qualifying student will be given a maximum of 3 calendar days following the missed date. Beyond the 3 days from the due, except under extreme circumstances, no late assignments/exams will be allowed due to the fast 5-week schedule and a zero will be assigned for any missed class-assigned activities. Any excuse for failure to meet the due date must cover the entire duration of that unit (i.e., approximately 1 week). Internet failure/outage/etc or your neglect cannot not a valid excuse. If Canvas is experiencing system errors, you must contact Canvas support and email me your ticket number.

Late assignments without documentation of university-approved excuse must be approved by the instructor and will receive a 10% grade deduction per day beginning at 12:01 am after the deadline, except the “Life Happens” on one assignment (See “Life Happens” above). Otherwise, missed assignments will receive a zero for the grade.

Be sure to make backup files of your work. An easy way to do this is to send yourself an email with the file attached. Since participation must involve classmates, missed participation cannot be made up once the corresponding week has ended.

Final Grades:

Grades will not be changed after final grades for the semester are submitted, except in cases of documented errors or grading errors. Students should retain all returned assignments until students have confirmed that the final grade has been computed and reported accurately. Please note that students must earn the exact number of points that correspond with the percentage associated with a particular letter grade to earn that grade.

COURSE POLICIES

Email:

Email is an official class communication method for this course. In an effort to ensure effective and efficient communication between the students and the instructor, the following email policy applies.

- (1) In the subject line, please place the name of the course and/or the course number (Example: Capstone, PSYC4040) and sign the email with your full name for proper follow-ups. I teach multiple courses. Without such information, emails may not be processed in a timely manner.
- (2) Student emails containing questions that can be answered by information in the syllabus will not receive a response.
- (3) Describe the situation/concern/question that you want to address.
- (4) When communicating with faculty members and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing the recipient using their proper title, using proper grammar, and using proper spelling. It is known that *how you deliver your message is often as important as the message itself*. Email is not a text message.

Electronic Devices and Online Policies:

This course requires access to the Internet; preferably high-speed Internet from a computer in your home. It is not recommended to use a smartphone, tablet, or e-reader to complete your online exams, as they may not display correctly.

Classroom Policies:

- (1) Please respect your fellow students and instructor at all times, even if you disagree with them.
- (2) You are responsible for tracking your own grade progress (see course requirements and grade scale above to help you keep track of points earned). If you have questions about your grade come to office hours, make an appointment, or contact me via email.
- (3) No late work will be accepted unless you have a valid, documented excuse (see guidelines noted above), except for one "Life Happens" extension. If you miss an assignment and you have a valid, documented excuse, notify the instructor as soon as possible via email so we can arrange a reasonable time for you to make up the missed assignment.
- (4) You are responsible for any absence and are required to be accountable for any missed work.
- (5) **Do not ask for a special accommodation (e.g., "I want complete all missed assignments/exams" at the end of the semester, "I need a passing grade", etc.) No such request will be accepted.** The grade is earned not given in this class.

Additional information for class:

- (1) Use of Canvas: Review the course website daily. Visiting the website frequently will familiarize you with the resources available on the site.
- (2) All students must be evaluated using the exact same criteria. Do not request additional/unique/special assignments or extra credit.
- (3) Instructor does not bump, round, or otherwise change grades.
- (4) Instructor will not discuss the student's performance in other courses or the overall GPA
- (5) Students are expected to be familiar with the academic calendar:

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodations 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 UNTDDisability@untDallas.edu or Building PL, room 1104.

Disruptive Behavior in an Instructional Setting:

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 the class meets again and to provide the instructor with 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 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 (Policy 7.001) 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 a 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 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.

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 evaluation 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 with 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: If you are unable to submit the assignments due to a serious illness where you are physically incapacitated (e.g., hospitalized), medical documentation is required to resolve the missed assignment. Be sure to speak with me immediately if you fail to meet the assignment submission deadline.

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 (Policy 7.002) at [UNT Dallas' Student Code of 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. In addition, all academic work turned in for this class, including exams, papers, and written assignments must include the following statement: *"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."*

Web-based Plagiarism Detection: Please be aware in some online or hybrid 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.

Online Classroom Policies

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 on the discussion board. Online presence and participation in all class discussions are 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, the 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 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.

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 that 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 the 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](#)