

**University of North Texas at Dallas
Spring 2017**

SYLLABUS for Hybrid Distance Learning Class Ver. #1 current as of 11-22-16 (look for revisions)

Mgmt 3880.010 Business Ethics and Social Responsibility (3 credit hours)

This Syllabus is like a unilateral contract between the instructor and the student. You MUST read and follow it to get a good grade.

Department of	Finance and Law	School of	Business
Instructor Name:	Edward Fjordbak, J.D.		
Office Location:	Bldg. 2 Founders Hall, 3 rd floor 302A Adjunct prof offices (no assigned desk)		
Office Phone:	(c) 214-707-2213 (note: I prefer e-mail over texting)		
Email Address:	Edward.Fjordbak@UNTDallas.edu Please also send to EFjordbak@sbcglobal.net		
Office Hours:	By appointment – please e-mail with a request to meet in person or by phone		
Classroom Location:	<i>Online and Bldg 2 Rm 212 for face-to-face on alternating Mondays* (see schedule)</i>		
Class Meeting Days & Times: All times are CDST or CST.	Alternating Mondays 4:00-6:50 pm (face-to-face 1 st meeting Jan. 23 @ 4 pm Online discussion board “distance” classes begin Monday Jan. 30 at 4 pm but evidence of participation via BlackBoard is not required until 8 am the following Tuesday mornings. This is to be followed by student “peer commentary” on at least one other classmate’s original postings. This second posting is required to be posted by 8 am the following Saturday. Late postings may be accepted but the grade will be reduced at the rate of one letter grade per late per week.		
Course Catalog Description:	Mgmt. 3880.010 – Business Ethics and Social Responsibility		
Prerequisites:	None, presuming you have some basis for your own already formed personal code of ethics		
Required Text:	Jennings, Marianne Business Ethics Case Studies and Selected Readings 8th Ed. Student version ISBN 978-1-285-42871-0 This textbook is absolutely required reading		
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: Students will be prepared to recognize ethics issues in business and social settings then apply their own ethical code in order to treat others the way they would themselves want to be treated. Students will be better able to deal with complex ethical issues and recognize all sides of the issues and the benefits and detriments to all who are affected by their decisions, actions and omissions. Students will be able to discern the difference between obeying the law or a religious tenant and the application of a code of ethics. Students will be able to understand that a code of ethics is partly culturally inherited and partly developed experientially and internally.			
Learning Objectives/Outcomes: At the end of this course, students will be able to:			
1	Know and understand different philosophical foundations of ethics and how they affect decision-making.		
2	Determine and perhaps refine the students’ own ethical perspectives and that of others.		
3	Apply analytical tools to gain insight to situational ethics and ramifications of actions and decisions on all parties both in a professional (business) setting or in personal interactions.		
4	Be able to develop skills in recognizing paths to resolve or mediate complex ethical dilemmas.		
5	Recognize and contrast ethical issues from the business entities’ perspective - to which they owe allegiance in a legal sense, as against their personal ethics, which may naturally differ and therefore when applied, call for differing actions and yielding different results for different affected parties.		
6	Be better prepared to know when to stand firm or yield when confronted by others with differing paradigms.		

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 will be added, and will be noted weekly in the Readings and Activities/Assignments sections. There will likely be articles posted which you will be expected to read and understand. Therefore, **check “assignments” and “announcements” weekly**. Note: Short class periods will be rare or non-existent.

IMPORTANT NOTES YOU MUST READ: We may or may not take mid-session breaks during the face-to-face classroom meetings. Go to the bathroom before class. If you must leave the class for a bathroom break or emergency phone call or communication, please do so quietly. NO CELL PHONE SHALL RING IN THIS CLASSROOM DURING CLASS! DO NOT TEXT or E-mail or Facebook, etc. or play a game. If caught, that will take one letter grade off your final grade. During class, I expect you to refrain from chatting or communicating with neighbors. That disrupts the class and distracts me. That affects the whole class and makes the class session longer for everybody since it will get me off track. Two infractions will result in one letter grade off your final grade. Don't believe me? Ask certain students from a prior class. It will not be my decision to apply the lowering of your grade. You will have done it to yourself - your choice, not mine.

At the beginning, know that I have no preconceived idea about you because of your name, background, culture, gender, language or appearance. I respect (and admire) each of you because you have chosen to prepare yourself for life and a career by studying hard in a good university. That respect and admiration is yours to lose.

Schedule	Topic(s)(following the textbook)	Activities	Due Date
Session 1 Wed. Jan 23 Classroom Bldg. 2, Rm. 212 face-to-face <u>promptly</u> beginning at 4 pm.	Unit 1- Ethical Theory , Philosophical Foundations, reasoning Flaws and Types of Ethical Dilemmas, What codes of ethics do each of us have and why are they different? Contrast ethics against law.	Personal Introductions, Syllabus review, Introduction to Unit 1, Written/Oral report topics, cases, situations circulated	By Jan 23 read Unit 1 Sec. A, pages 1-32
Session 2 Jan 30 Online	Unit 1, continued	-Discussion Board #1 -Having read or visually scanned the provided PDF of cases, articles or situations circulated, select one for your semester paper and oral presentation. On this discussion board, you may (separately from your Unit 1 commentary) also ask <u>brief</u> questions about the paper and oral report.	-By 8 am, Jan 31, e-mail to <u>both</u> of the professor's e-mail addresses the case or topic or article you have chosen to analyze. Identify it by # and title. -By Jan 30, finish reading Unit 1 Sec. B -Post answers to questions posed by professor online by Tuesday 8 am Jan 31, peer responses due by Saturday 8 am Feb. 4
Session 3 Feb 6 Classroom	Unit 2, Solving Ethical Dilemmas and Personal Introspection	-Lecture & Discussion, -Oral reports begin (3 or 4) -Class response to oral reports	-Read Unit 2 Secs A-B by Feb 6 Have your short preliminary ethics issue reports ready in written form. Submit electronically by 11:59 PM to BOTH e-mail addresses
Session 4 Feb 13 Online	Unit 2, continued	-Discussion Board #2 -Be refining your thoughts on your ethics issue paper and your personal code of ethics report.	-Finish reading Unit 2 by Feb 13 -Write your own preliminary personal “code of ethics” according to how it is now, due Feb 13, submit electronically to BOTH e-mail addresses -Post answers to questions posed by professor online by Tuesday 8 am Feb.14, peer responses due by Saturday 8 am Feb 18

Session 5 Feb 20 Classroom	Unit 3, Business, Stakeholders, Social Responsibility, and Sustainability	-Lecture and discussion, -Oral reports -Class response to reports	-Read Unit 3 Secs A & B -No other deadlines but work on refining your issue case analysis
Session 6 Feb 27 Online	Unit 3, continued	-Discussion Board #3 -Be refining your thoughts on your ethics issue paper and your personal code of ethics report.	-Read Unit 3 Secs. C-D by Feb 27 -Post answers to questions posed by professor online by Tuesday 8 am Feb 28, peer responses due by Saturday 8 am Mar 4
Session 7 Mar 6 Classroom	Unit 4, Ethics and Company Culture (note- set aside extra time, this is a long chapter)	-Lecture and discussion, Video Dorothy Burton on <i>Ethics in Public Service</i> -Oral reports -Class response to reports	-Read Unit 4 Sec A P189-218+ cases 4.2 Enron, 4.31 Foundation for New Era, by Mar 6 -No deadlines but work on refining your case analysis
Spring Break Mar 13-17			
Session 8 Mar 20 Online	Unit 4, continued	-Discussion Board #4 -Be refining your thoughts on your ethics issue paper and your personal code of ethics report.	-Read Unit 4 Secs E-G by Mar 20 -Post answers to questions posed by professor online by Tuesday 8 am Mar 21, peer responses due by Saturday 8 am Mar 25
Session 9 Mar 27 Classroom	Unit 5, Ethics and Contracts + Unit 6, Ethics in International Business	-Lecture and discussion, -Oral reports -Class response to reports	-Read Units 5 and 6 by Mar 27
Session 10 Apr 3 Online	Units 5 and 6, continued	-Discussion Board #5 -Be refining your thoughts on your ethics issue paper and your personal code of ethics report.	Post answers to questions posed by professor online by Tuesday 8 am Apr 4, peer responses due by Saturday 8 am Apr 8
Session 11 Apr 10 Classroom	Unit 7, Ethics of Business Operations and Rights	-Lecture and discussion, Video Jim Keyes, former head of 7-Eleven and Blockbuster; -Oral reports -Class response to reports	-Read Unit 7 by Apr 10
Session 12 Apr 17 Online	Unit 7, Continued	-Discussion Board #6 -Be refining your thoughts on your ethics issue paper and your personal code of ethics report.	Post answers to questions posed by professor online by Tuesday 8 am Apr 18, peer responses due by Saturday 8 am Apr 22
Session 13 Apr 24 Classroom	Unit 9, Ethics and Competition (We skip Unit 8)	-Lecture and discussion, -Oral reports -Class response to reports	-Read Unit 9 by Apr 24 Refine your paper & complete citations
Session 14 May 1 Online	Continue Unit 9	- Prepare your final version of your written report. -Oral reports – Last opportunity - Class response to reports	May 6 Saturday 5 pm submit written final report electronically. Each 24 hours it is late is one grade point off.
Session 15 May 8 Classroom	All matters discussed during the semester and all of assigned text (except Chapter 8) will be up for discussion. DO NOT MISS	-Review of final exam topics	Submit electronically a final version of your own Code of Ethics by May 8, 8 am. No extensions at all
Session 16 Classroom		Final Exam - 90 minute limit; do not be late.	4pm – 5:30pm Once the exam starts, do not leave the room until ready to turn in your exam

Fjordbak's "Things Happen" Policies:

(1) If I'm not in the classroom on a "face-to-face" day by 4:10 pm, or have not logged on for an on-line session by 4:10pm, some class member **please** take it upon yourself to call my cell to see whether I'm still alive. 214-707-2213. If no answer, call my office 214-265-9400 and ask them whether I'm alive or have been arrested or whatever. If I have a flat tire on the way, I'll try to call a class member, presuming I have your mobile numbers, and notify you how late I'll be. I'll ask the class to appoint a leader to discuss the topics of the day until I arrive. If I am dead or out of it, the school needs to be notified that a replacement needs to be appointed. Carry on, team... Consider the ethics of it all and do the right thing. If I *am* dead, do know I would appreciate seeing you at my funeral. No flowers please. Any memorial tokens should go to a charity. Who knows, some of you might deem that as cause for celebration!

(2) If *you* anticipate *you're* going to miss a class session or be late, I appreciate an e-mail or text telling me how much you will miss seeing me and why you'll not be present. However, if you are dead, don't worry about it. Just let me know where and when, and I will attend your funeral, again, out of respect and admiration. I promise to wear a dark suit, white shirt and tie and be on time. Tell your relatives not to schedule your funeral at the same time as class and we all may come. By the way, I do not consider the death of your second cousin's dog to be a bona-fide excuse for a miss, unless you are legally married to your second cousin and the dog was a good hunting dog. Be reasonable with me and I'll be reasonable with you.

Course Evaluation Methods:

The following instruments will be used to determine grades and proficiency of the course's learning outcomes:

Discussion Posts and Classroom Participation

During the online sessions and face-to-face classes, you are expected to participate. I'll assess your responses to determine whether you're developing an understanding of the material and issues and whether you're able to apply what you're learning. Your ability to find the "issues" (very important in both ethics and critical in law) and identify paths to resolution will show up in these sessions. If you don't participate, I will assume you aren't getting it – so if you're shy, get over it quickly. Don't be afraid to participate for fear you don't understand the issues and may ask an embarrassing "dumb question." It's better to ask an off-point question than to be a rock on a chair. At least I can help get you on track to understand, and I may not know you don't understand unless you ask questions or give wrong answers. It's ok. Even if it doesn't help your participation grade, off-point questions or answers will lead to better understanding, and eventually that leads to a better grade. I will try to respond in a respectful way and not embarrass you. Chances are that if *you* aren't getting it, you're *not* the only one.

Technical requirements of Discussion Board postings:

On your first posting for each online session, begin with the topic you are addressing, then brief the facts, identify ethical issues, then identify legal issues, then identify all the "stakeholders" affected by the situation. On your "peer" comments, always state the topic the same as the original post (correct spelling if necessary), then address the peer by name, followed by your separate observations. Do not simply agree or disagree. State why. Then end with your name.

Papers and Oral Reports

There may be various papers assigned. Each will be designed to challenge your understanding as well as to help you hone your understanding of ethical issues and dilemmas and how to work toward solutions and resolutions. Importantly, you will reduce your own "code of ethics" to writing. That may cause you to re-think your "code" since only rare individuals write their beliefs on their own. This may force you to assess your code of ethics (unless, like the Unabomber or the kids at Aurora Colorado, you already have some written manifesto and hate the world). I will *not* grade you on your personal code itself, but will grade you on how you express it, justify it, and your explanation of how you came to develop that code. **Note:** *As a lawyer licensed in the State of Texas, if I become aware of some plan you have to do harm to others, I am required to report it to the proper authorities. Other than that, your "code" is your private matter and I will not disclose it to others except with your permission.*

Paper 1- "My personal Code of Ethics" This is a written report on how and what shaped your personal code of ethics, whether any event in your life or the life of another significantly contributed to your code, and whether you think your present code will see you through your business career and secondarily, will it serve your personal life. How will it affect others close to you and those not close to you? Your report will begin with a statement of your personal "code of ethics." A preliminary report is due very early in the semester which will count as 5% of your grade, and a final report is due on May 8 at 8 am, which will also count as 5% of your grade. NO EXTENSIONS!

Paper #2 – An analysis of a real-life current or recent situation with ethical issues which has been

reported in a periodical or court holding or the news. (a) You will be provided a selection of articles or cases from which you will choose a real-life situation with ethical ramifications. The more complex the matter you choose, the higher the grade you may attain. Choosing a simple case with clear ethical breaches may only garner a B at best. Choosing a case where there are conflicting or difficult to ascertain ethical issues will automatically ratchet up the possibility of a higher grade, provided your analysis is thorough, is logical, and explores the solutions that could best treat everyone affected as equally and fairly as possible. These articles will be given to you in PDF form as a series of documents in a group of three PDFs. It will likely be given to you about the second or third week of the semester and (b) the following week, you will be asked to confirm the case you will analyze. (c) You will do your own research on the case and on related topics to develop your paper. **By the end of the second week after being exposed to the PDF of cases and situations, you will need to have a preliminary analysis on paper. See "Oral" below.** It is critical that you identify all the ethical issues and how each person involved is affected, even if only in a collateral manner. Your paper will contrast the difference between legal issues and ethical issues if those differences exist. You may even suggest changes to the applicable law if you think the law demands something other than an ethical resolution. Compare the logical ethics of any legal entity such as a corporation to any different or conflicting ethical standard of another group or person or thing which is likely affected by the situation. (d) This paper will be **due in final form two weeks before the final exam.** It will be turned in electronically. It may be run through the electronic tools which professors have available to search for plagiarism. Remember, if you cite the source, it is not plagiarism. If you use someone else's words and do not give credit, it is plagiarism. If you do that, you have a big price to pay in terms of your grade. So, the easy and safe way is simply cite any and every author or source by using superscripts and matching footnotes. I will not expect proper legal citation form (there is an entire law school course on Federal Citation form and on each of the 50 states' citation form rules, encompassing a total of 51 citation rule books, and the rules change frequently). Simply use common grammatically acceptable citation form. This final form of your report should employ all that you've learned up to that point in the semester, so it will be a significant re-write of your initial paper you prepared in case you were called on for an oral report early in the semester. Thus, you will have the equivalent of a rough first draft and a final report. Here's the opportunity to snag extra points: As the semester moves forward, if you haven't been called on for your oral report, continue to look for ways to refine your report in case you are called upon for your "oral." If you are among the last to give an "oral," then your report should be pretty good, thorough and solid. **The final report is due at 5 pm, Saturday May 6. For every 24 hours it is late, you forfeit the equivalent of a letter grade on the report (10% of the total points you could have earned on this assignment). The final grade on the report will count as 20% of your final grade.**

THEN....

Oral Report to the class - You will be given up to six minutes of class time to report your findings and analysis of your chosen case, including the primary elements enumerated above. I hope to have at least three or four reports per face-to-face session beginning with approximately the third session. You will not have any control of when that will happen in the semester, therefore, you should quickly prepare a rough written preliminary analysis/report immediately after the second weekly session (an on-line session) and **be ready to respond when called upon in class beginning during the second half of the third week of class.** Names will be called at random. Be ready to stand and deliver just as you would in a business environment. While this may seem to put you at disadvantage if you are called upon early in the semester, the opposite is actually the case. As the semester proceeds, the reports will be graded with a higher degree of criticism since we should learn more about how to analyze and seek solutions as we proceed through the semester. If you have your oral report behind you, you're safe if your initial analysis and presentation was reasonable *when compared to our progress in the course.* After your six minute oral report, the class will be asked to orally critique your report, calling to your attention issues and implications you may have missed and comment on your path to solutions. The better prepared students will gather points by offering insightful feedback. Those asking inappropriate questions will give us a barometer of how the class generally is absorbing and processing the material. That may suggest we need to go over some material more thoroughly. It is important to remember that legitimately, some persons will be analyzing ethics from a "code" quite differently from other's perspectives. Don't assume someone is "off the wall" if their analysis doesn't parallel yours. You may be "off the wall" to them! That's why we have two primary political parties and presidential votes are usually almost always equally divided. We must agree that we often won't agree. If we did, we would not have need of debates or analysis. The one thing that's hardest to ascertain, however, is whether what someone is saying is how they really feel inside. The application of ethical behavior depends on the truth being known. Be truthful about your feelings, but be able to *logically* defend your position. **THIS ORAL REPORT WILL COUNT AS 20% OF YOUR FINAL GRADE. If you are asked to deliver your report and you decline because you are not prepared, when you finally deliver your report, that grade will be reduced by 10% for each time you have postponed**

your oral delivery.

Exams

I'm undecided on whether to give a mid-term exam to assess your progress or to employ some other methods to assess your progress. A mid-term exam is unlikely, but I'll announce soon if I decide to give one and, if necessary, I will modify this syllabus accordingly. **You WILL have a final exam on May 11.**

Grading Matrix if no mid-term :

Activities/Assignments	Value (percentages)
Discussion Posts and Classroom Participation	25%
Papers (3 turned in), in total	$2 \times 5\% + 1 \times 20\% = 30\%$ or 15%?
Final Exam	25%
Mid-Term Exam??	0% or 15%?
Oral Report	20%
Total:	100%

Grade Determination:

A = 90% or better , B = 80 – 89 % , C = 70 – 79 % , D = 60 – 69 % , F = less than 60% **Note:** I have not yet found a student at UNT-D whose grade in my class fell below a “C,” although some came dangerously close, and a few would have flunked had it not been for stern intervention at a late date. But know that I have no reservation about reporting a “D” or an “F” if that’s what the student earned. I do not “give” grades. The student makes/earns their own grade. I only record it and report it.

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 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 or at Building 2, room 204.

Blackboard Learn 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. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

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 using 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. Do pay attention to how the scoring system works. I had one student proudly tell me how happy he was with the course

and my teaching, and that he had given me a “1” in every category. Sure enough, when I finally saw the evaluation, I had been given a “1” in every category by some student. Thanks a lot, buddy. (Yes, the scoring system may be counterintuitive: “1” is terrible, “5” is great.)

Assignment Policy: (According to the instructor’s discretion while working in concert with the division/program’s guidelines).

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, but at this point, I don’t plan to give an on-line exam.

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://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf 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. This course is about ETHICS, for crying out loud. If you do something bad, the administration may cut your fingers off, and I may help them.

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.

Classroom Policies:

Online Attendance and Participation:

The University attendance policy is in effect for this course. *Class attendance in the Blackboard classroom as well as in the face-to-face 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 and during face-to-face classes.* **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 Blackboard, i.e., posting assignments, or completing Discussion Boards, or on days with face-to-face classes, when you are physically present. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/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. See my comments earlier in this syllabus about my limits of tolerance with excused absences.

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). Similar etiquette shall be observed in the face-to-face classroom.

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 the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. 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 as well as during the online sessions. 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 Requirements: 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.

Blackboard Learn 9.1 is the platform software for this course. **Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome.** However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, **always enable pop-ups**. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html