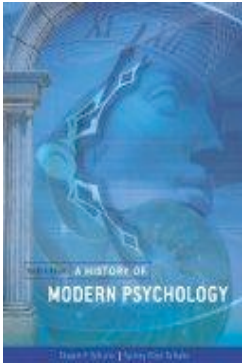


**University of North Texas at Dallas
Fall 2016**

SYLLABUS for Distance Learning

PSYC: 4600 History and Systems; 3Hrs

Department of Sociology & Psychology				Division of Liberal Arts & Sciences	
Instructor Name:		Dr. Priya Eimerbrink			
Office Location:		DAL2 225			
Office Phone:		972.338.1568			
Email Address:		priya.eimerbrink@untdallas.edu Please label subject line "History & Systems" in ALL e-mails			
Office Hours:		MW: 4:00-5:30 PM; Tu: 11:30 AM – 12:30 PM (virtual), 12:30-2:00 PM; Th: 11:30 AM – 12:30 PM; By Appointment			
Classroom Location:		Online			
Class Meeting Days & Times:		Online			
Course Catalog Description:		Principal historical antecedents of modern psychology, relevance to major contemporary systematic position; philosophy of science, associationism, structuralism, behaviorism, functionalism, Gestalt and psychoanalysis; recent psychological theories.			
Prerequisites:		1630D or 1650D			
Required Text:		 <p>Schultz, D.P. & Schultz, S.E. (2011). A History of Modern Psychology (10th edition). Belmont, CA: Cengage Learning. ISBN: 9781133316244</p> <p><i>*Using older versions of the text is not recommended and should be done at the student's own risk. Exams, class material, and class discussions will all come from the 10th edition</i></p> <p><u>Chapter Course Readings</u> * All class readings should be completed prior to the class day they are discussed. That is, I operate under the assumption that all students have read all material and are ready to converse on its contents prior to the class in which the information will be presented.</p>			
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com			
Course Goals or Overview: The goals of this course are as follows -					
<ol style="list-style-type: none"> 1. Students will be able to describe key concepts, principles, an overarching themes in the history of psychology 2. Students will be able to analyze and evaluate influential contributions and significant events pertinent to psychology's modern history 3. Students will be able to demonstrate effective writing for different purposes, exhibit effective presentation skills, and interact effectively with others 4. Students will be able to exhibit and develop meaningful professional proficiencies relevant for life after graduation 5. Students will be able to hypothesize and create projections for future research and gain understanding into historical figures in the history of psychology 					

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Know, understand, and apply principle, concepts, and major perspectives in the history of psychology.
2	Know, understand, and analyze the essential contributions and research present in the history of psychology.
3	Exchange ideas effectively via verbal communication with peers.
4	Exchange ideas effectively via written communication.
5	Demonstrate critical thinking

Online Course Outline

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes to this schedule will be communicated via e-mail or Blackboard announcement. Additional readings and activities may be added, these will be noted via Blackboard announcement and found in the appropriate weeks course section in Blackboard.”

– Dr. Eimerbrink

<u>Timeline</u>	<u>Topics/Assignments</u>	<u>Class Reading/Due Dates</u>
Week 1	Introduction videos, Syllabus Overview	Syllabus
Week 2	The Study of the History of Psychology	Chapter 1
	Discussion Questions Ch. 1	<i>Due via Blackboard by 9/4 - 11:59 PM</i>
Week 3	Philosophical Influences on Psychology	Chapter 2
	Discussion Questions Ch. 2	<i>Due via Blackboard by 9/11 - 11:59 PM</i>
Week 4	The New Psychology	Chapter 4
	Discussion Questions Ch. 4	<i>Due via Blackboard by 9/18 - 11:59 PM</i>
Week 5	Structuralism	Chapter 5
	Discussion Questions Ch. 5	<i>Due via Blackboard by 9/25 - 11:59 PM</i>
Week 6	Exam #1	<i>Chapters 1,2,4,5 via Blackboard by 10/2 - 11:59 PM</i>
	Popplet from Chapter in Exam 1	<i>Due via Blackboard by 10/2 - 11:59 PM</i>
Week 7	Functionalism: Development and Founding	Chapter 7
	Discussion Questions Ch. 7	<i>Due via Blackboard by 10/9 - 11:59 PM</i>
Week 8	Applied Psychology: The Legacy of Functionalism	Chapter 8
	Discussion Questions Ch. 8	<i>Due via Blackboard by 10/16 - 11:59 PM</i>
Week 9	Behaviorism: The Beginnings	Chapter 10
	Discussion Questions Ch. 10	<i>Due via Blackboard by 10/23 - 11:59 PM</i>
Week 10	Exam #2	<i>Chapters 7,8,10, via Blackboard by 10/30 - 11:59 PM</i>
	Popplet from Chapter in Exam 2	<i>Due via Blackboard by 10/30 - 11:59 PM</i>
Week 11	Gestalt Psychology	Chapter 12
	Discussion Questions Ch. 12	<i>Due via Blackboard by 11/6 - 11:59 PM</i>
Week 12	Psychoanalysis: The Beginnings	Chapter 13
	Discussion Questions Ch. 13	<i>Due via Blackboard by 11/13 - 11:59 PM</i>
Week 13	Psychoanalysis: After the Founding	Chapter 14
	Discussion Questions Ch. 14	<i>Due via Blackboard by 11/20 - 11:59 PM</i>
Week 14	THANKSGIVING HOLIDAYS - NO CLASS	<i>11/21 - 11/27</i>
Week 15	Exam #3	<i>Chapters 12-15 via Blackboard by 12/4 - 11:59 PM</i>
	Popplet from Chapter in Exam 3	<i>Due via Blackboard by 12/4 - 11:59 PM</i>
Week 16	Fakebook Assignment	<i>Due via Blackboard by 12/11 - 11:59 PM</i>

Course Evaluation Methods

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

INTRODUCTIONS (25 points total)

In the first week of class you will be asked to provide a small personal biography as well as relay 3 facts about yourself (2 true 1 fictitious). In an online setting, given the lack of face-to-face interaction, it is important that we get to know and welcome one another early in the course. My hope is that “seeing” one another will allow for a more comfortable and open exchange and dialogue during the semester. Please see Blackboard for instructions and due dates. ***There will be no “make-ups” for introduction videos (for any reason)***

EXAMS (100 points apiece for 200 points total)

Students will have three formal opportunities throughout the semester to demonstrate their knowledge and their ability to critically think about and apply class material. All exams will be non-comprehensive, administered through blackboard and will cover material from lectures, the textbook, audio/visual media, exercises, and class question/discussion posts. Each exam will be worth 100 points and will consist of multiple choice, short answer, and or/or essay questions. Students may drop their lowest test score.

Each exam will cover approximately 3 to 4 chapters and the corresponding lecture/class material. The tests will be available for one week (see syllabus for exam weeks), and you will have one hour and 20 minutes to complete each test (i.e., you will not be able to continue after this time). For each exam, one question will be delivered at a time and backtracking (returning to previous questions) is not allowed. ***You should not take*** the test open book/open note (i.e., you should not look up answers). Therefore, you will need to ***STUDY*** for the exams.

Additionally:

- Questions will be drawn from text, lectures, videos, questions/responses, etc. covered during the semester.
- Questions and answers are given in randomized order.
- You may take the exam only once. ***If you do not take the exam during the required period for any reason, it will be considered a “missed” exam.*** For that reason, I recommend that you do not wait until the last hour. ***Exams will end at 11:59 PM on the date specified (see syllabus for exact dates). I will not reset exams for any reason after 10:00 PM the night the exams are due (e.g. the last day to take exam 1 is 11:59 PM on 10/2 so I will not reset exams after 10:00 PM on that day). With this in mind, you will want to plan sufficient time to take your exams.***
- You should not discuss the questions with other class members. Be aware that the questions, sequence of questions, and the order of choices have been randomized. Assistance in answering the exam questions from another person or discussing exam items with other students of the class will be considered cheating (see policy on scholastic dishonesty). ***Academic dishonesty and cheating will be viewed as serious matters and will not be tolerated. Such instances will be dealt with following strict university sanctions and students will be given a grade of ‘0’ for the exam.***
- You can drop your lowest exam grade. If you miss one exam (for any reason), this will be your “dropped” exam grade. If you miss more than one exam, you will get a 0 on each additionally missed exam. There will be ***NO MAKE-UPS.***
- Exam ***Grades will be posted on Blackboard*** and you will need to have access to your account. ***I will NOT e-mail individual grades to students for security reasons. It is your responsibility to obtain access to your grades.***
- Pending correctly following the test taking tips handouts that I have posted, the need for an exam reset is fairly unlikely. However, in the event that a reset is necessary, please send me an e-mail at priya.eimerbrink@untDallas NOT through Blackboard. Exams will be reset based solely on my discretion so please ensure that you correctly follow proper test taking procedures.

VIDEO LEADER (25 points each for a total if 50 points)

To facilitate critical analysis of the reading, each student will need to come up with and post 2 “thought provoking” questions via a video submission designed to evoke discussion from the entire class ***two*** times over the course of the semester. Each student will need to set up their questions by discussing the readings from the chapter as well as the thought process that lead them to pose the question. That is, your questions should not be about hypothetical ideas in the future, but rather should be rooted and directly related to the chapter’s material (for example: you may be reading about Social Darwinism and find it interesting. In your submission then, you will tell

us a little about Social Darwinism (what the term is, who came up with it, etc.) after doing this, you will pose your question, which might look something like this, “I was reading about Social Darwinism. It is a term posed by Herbert Spencer, etc. etc. etc. I found this topic very interesting and it lead me to wonder if as a society we still subscribe to the idea of Social Darwinism? Specifically, doesn't government funded programs negate the idea of ‘survival of the fittest?’”

Submissions will need to be posted under the discussion sub tab for that week (i.e. those who would like to post their video question for Chapter 1 material will need to make a post under the week 2 – chapter 1 link under the discussion tab in Blackboard). With 35 students in the course, **a total of 6 students will need to post a video question each chapter**. In an attempt to ensure continued activity and involvement by students throughout the semester and not simply at the end, there cannot be more than 8 video questions posted on any given week. If you post a question and there are already 8 student question posts, your submission will not be counted. With this in mind, be sure to not wait until the last minute to try to make your video posts. If 6 students post every chapter, there will be enough slots for everyone to earn their points. **Video posts and the accompanying written document for a particular week must be uploaded by Wednesday at 11:59 PM** (e.g video discussion questions and written papers for week 2 must be posted by 11:59 PM on Wednesday, August 31st).

Videos should clearly demonstrate student reading and comprehension of the material. That is, be sure that your work reflects a thorough reading and critical understanding of the book material. If students do not take initiative to post on their own by week 3, I will begin assigning students weeks to post their video blogs. It would be my preference to not have to do this and allow students the ability to post questions over topics that interest them. As always, **No late video question posts will be accepted. You are required to have led discussion AT LEAST ONCE before the mid-point of the semester (10/12); otherwise 25 points will be automatically deducted from student's overall Video Question Leader grade.**

** I have posted several students videos from previous semesters under the week 2 video discussion post link so you can get an idea of what my expectation is.

QUESTION RESPONSE (PEER REPLIES) (12.5 points possible for each response for a total of 25 points)

In addition to coming up with and posting 1 question as a video leader, you will be asked to interact with your peers by answering and responding to two classmates video questions over the course of the semester via the discussion boards. Your response should be written as a reply to the original video response question in that chapter's discussion board and should be between 250-400 words. I would like for your response to include both what you think the answer to the originally posted question is, as well as supply any book (or additional) credible information that helped you arrive at that answer. You are welcome, and encouraged, to post more than the minimum required question responses, as these discussions tend to make the online experience rich and interactive. The purpose of the question response is to aid in processing and application of the material, as well as to promote class discussion. To this end, responses will only be considered complete, and points will only be awarded if the question responses add a novel contribution. That is, *simply agreeing with a previous classmates post and copying their book material will earn you no points*. As this requirement only needs to be completed twice throughout the semester, I would like for your responses to reflect significant thought and effort. **All question responses for a given week must be posted by Saturday at 11:59 PM** (e.g. question responses for chapter 1 must be posted by 11:59 PM on Saturday, September 3rd). **No late question responses will be accepted. You are required to have completed AT LEAST ONE Question Response before the mid-point of the semester (10/12); otherwise 12.5 points will be automatically deducted from student's overall Video Question Leader grade.**

DISCUSSION QUESTIONS (15 Points for each chapter for a total of 150 points)

As a way to wrap-up each chapter and review and integrate important themes from the section, I will post a series of discussion questions for each week. Some of the questions will be easily answerable from book information, others will require that you have read and understood the chapter. Your answers to each question should reflect your own independent thought and work (i.e. you will need to synthesize and paraphrase book material). Remember to cite all material taken from your book using appropriate APA formatting! Submissions turned in with any amount of information directly copied from the book (or from another student) will not be accepted. Additionally, such submissions will be considered plagiarism and will be dealt with following strict university sanctions. *However, paraphrased information from the textbook using proper APA citations to answer your discussion questions are acceptable and are expected.*

Each chapter's discussion question assignment will be worth 25 points and will be **due by Sunday at 11:59 PM** for

that week (e.g. discussion questions for week 1 must be turned in by 11:59 PM on Sunday, September 4st). In order to earn full points, responses must answer the question in its entirety and be an appropriate length given the question posed). **All discussion questions must be uploaded via Blackboard and typed in word using times new roman – 12-point font. Please do not adjust the margins or type your answers directly into the submission box.** Please ensure that your questions are completed in and turned in prior to the deadline as **no late question responses will be accepted.**

Example Discussion Question and Answer:

Question: Why can psychologists claim that psychology is one of the oldest scholarly disciplines as well as one of the newest?

Answer: Psychology can trace its roots to the fifth century BC, to the Greek philosophers such as Plato, Aristotle, and Socrates, because we struggle with the same questions they attempted to answer. For example, these individuals were interested in topics dealing with learning and memory, ideas on perception and unusual behavior. On the other hand, we could view psychology as emerging when philosophy and physiology merged to include experimentation and empirical methods to answer those questions about 200 years ago. Specifically, although the Greek philosophers were interested in the same ideas that we are now, they were not studying them using the scientific method characteristic of the discipline today. This development did not occur until much more recently in our history. If we characterize the formation of psychology based on the use of empirical methods, then psychology would be considered one of the newest disciplines as opposed to one of the oldest by looking at the types of questions that individuals were interested in answering (Schultz & Schultz, 2011, p 3).

I have also posted for you a rubric outlining how I score discussion posts. One of those assessment items includes 'reference to book information/class material.' As such, the incorporation of what you have read will be essential to earning full points when answering our discussion question.

FAKBOOK ASSIGNMENT (75 Points)

As a means of interacting with historic contributors to the field of psychology, students will be required to create a fake Facebook © profile for an influential psychologist of their choosing. I will provide a series of templates (created in PowerPoint) for you to modify and use for your project. Example psychologists can include but are not limited to Freud, Watson, Skinner, Wundt etc. **All projects will be due and must be uploaded via Blackboard by 11:59 PM on Sunday, December 11th.** ABSOLUTELY NO LATE ASSIGNMENTS WILL BE ACCEPTED, OR ASSIGNMENTS NOT SUBMITTED THROUGH BLACKBOARD AS SPECIFIED! Please do not e-mail or bring in hard copies of your paper (unless otherwise approved).

PARTICIPATION (30 Points)

An additional 30 points will be assigned for participation (i.e. 2 points per week). These points will be earned through individual's weekly contributions (via turning in/completion of major assignments for that week. i.e. Video Question Leader, Question Response, Discussion Questions, Exam, Video Intros, etc.) Participation points will be based on the percent of individual participation. For example, only students who participate 100% of the time, will receive the full 2 points for the week. Students who participate 95% of the time will receive 1.9 points, and so forth. **There will be no "make-ups" for class participation (for any reason).** Additionally, given that there are 16 weeks in the semester, and only 15 weeks of participation are required to earn full points, students who participate all 16 weeks, will be able to earn up to an additional 2 bonus points.

POPPLET (25 Points apiece 75 points total)

Popplet is a mind-mapping tool that allows students to visually integrate material from a chapter. Each student is required to complete a total of 3 Popplets over the course of the semester. That is, one Popplet per each exam content (e.g. students will need to choose and complete one Popplet representing a chapter that appears on the first exam (Ch. 1, 2, 4, 5), one from the second exam content (ch. 7, 8, 19) and one from the third exam content (ch. 12, 13, 14). Complete instructions are posted on Blackboard. Students should go to the website <http://popplet.com/> and create a username and login (please use your name as it appears on the class roster as well as your official UNT-Dallas e-mail). You will need to upload your completed Popplet via Blackboard as well as share your Popplet with me (Priya Eimerbrink, Priya.eimerbrink@untDallas.edu). Each **Popplet is due at the end of an exam unit** (e.g. Popplet from a chapter appearing in exam 1 (ch. 1, 2, 4, 5) is due via Blackboard and Popplet share by 11:59 PM Sunday, October 2nd). Please see syllabus for all other due dates. **There will be no acceptance of late Popplets.**

Grading Matrix:

Instrument	Value (points and percentages)	Total
Exams	2 exams at 100 points each (3 total lowest exam dropped)	200
Video Leader	2 assignments at 25 points each	50
Question Response	2 assignments at 12.5 points each	25
Discussion Questions	10 assignments at 15 points each	150
Fakebook Project	1 Facebook at 75 points each	75
Introduction Video	1 assignment at 25 points each	25
Popplet (mind-map)	3 popplets due at 25 points each 1 for every exam content)	75
Weekly Class Participation	2 points per week (15 weeks needed - rest extra credit)	30
Total:		630

Grade Determination:

- A = 630 pts; i.e. 90% or better
- B = 629 – 560 pts; i.e. 80 – 89.9 %
- C = 559 – 490 pts; i.e. 70 – 79.9 %
- D = 489 – 420 pts; i.e. 60 – 69 .9%
- F = 218 pts or below; i.e. less than 60%

You will not be graded on a curve. Grades are assigned on individual performance based on straight percentage scores. ***I make it a policy not to “bump” any final grade up to the next higher grade.*** Please do not ask me to do otherwise.

University Policies and Procedures

HANDOUTS

Course material will be available via Blackboard. You are responsible for downloading material if you want it. If you do not own a computer, there are computers available for you to use on campus (e.g., main computer lab). Posted slides are only meant to supplement note taking, not replace it. **Indeed I expect students to take their own notes given that active note taking aids in better retention and learning of the material.**

Here are some websites that can provide you with information on how to more effectively take notes and study:

- <http://academictips.org/>
- <http://www.rasmussen.edu/student-life/blogs/college-life/how-to-study/>
- <http://www.dartmouth.edu/~acskills/success/notes.html>
- <http://www.how-to-study.com/>

E-MAIL COMMUNICATION

When communicating with instructors and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

Students are also required to use their UNT-Dallas e-mail account in this class. The University of North Texas at Dallas has adopted the University email address as an official means of communication with students. I will not send e-mails to alternate accounts. Students are responsible for checking their e-mail regularly.

Important information will be sent via Blackboard. With this in mind, you should either routinely log into Blackboard or forward your Blackboard messages to your e-mails. *I will not answer e-mails sent via Blackboard. Please send all e-mails to my faculty e-mail address priya.eimerbrink@untdallas.edu.*

Example of e-mail expected

Subject: History and Systems – Request to schedule a meeting
To: priya.eimerbrink@untdallas.edu
From: barack.obama@untdallas.edu

Dr. Eimerbrink,

I am having some trouble with the course material. Could I please schedule a time to meet with you to discuss my current study habits and strategies I might consider using while studying for the test.

Regards,
Barack

EXPECTATIONS FOR OUT-OF-CLASS-STUDY

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class during a regular 15-week semester. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. for a 15-week semester. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 30 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, taking exams, doing out-of-class assignments, etc.

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 UNTDisability@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 utilizing any of these tools.

STUDENT EVALUATION OF TEACHING EFFECTIVENESS POLICY

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. 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 the SETE to be an important part of your participation in this class.

ASSIGNMENT POLICY

There will be no “make-ups” or acceptance of late work (for any reason). Please see content areas for the following assignments in the above syllabus for more information: Introduction assignment, Video Leader, Question Response, Weekly Discussion Questions, Popplet, Facebook assignment, Participation.

EXAM POLICY

- You may take the exam only once. **If you do not take the exam during the required period for any reason, it will be considered a “missed” exam.** For that reason, I recommend that you do not wait until the last hour. ***Exams will end at 11:59 PM on the date specified (see syllabus for exact dates). I will not reset exams for any reason after 10:00 PM the night the exams are due (e.g. the last day to take exam 1 is 11:59 PM on 10/2 so I will not reset exams after 10:00 PM on that day). With this in mind, you will want to plan sufficient time to take your exams.***
- You should not discuss the questions with other class members. Be aware that the questions, sequence of questions, and the order of choices have been randomized. Assistance in answering the exam questions from another person or discussing exam items with other students of the class will be considered cheating (see policy on scholastic dishonesty). ***Academic dishonesty and cheating will be viewed as serious matters and will not be tolerated. Such instances will be dealt with following strict university sanctions.***
- You can drop your lowest exam grade. If you miss one exam (for any reason), this will be your “dropped” exam grade. If you miss more than one exam, you will get a 0 on each additionally missed exam. There will be **NO MAKE-UPS.**
- Exam **Grades will be posted on Blackboard** and you will need to have access to your account. ***I will NOT e-mail individual grades to students for security reasons. It is your responsibility to obtain access to your grades.***
- Pending correctly following the test taking tips handouts that I have posted, the need for an exam reset is fairly unlikely. However, in the event that a reset is necessary, please send me an e-mail at priya.eimerbrink@untDallas NOT through Blackboard. Exams will be reset based solely on my discretion so please ensure that you correctly follow proper test taking procedures.

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.

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.

Violations of Academic integrity in this course will not be tolerated and such instances will be dealt with following strict university sanctions as well a minimum assignment of a ‘0’ for the violation turned in (additional sanctions and consequences may occur).

Classroom Policies

ONLINE ATTENDANCE AND PARTICIPATION

The University attendance policy is in effect for this course. Class attendance in the Blackboard 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 Blackboard, 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 <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

INCLAMENT 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 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 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 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://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswbdav/institution/BrowserCheck/check_full.html

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