COURSE INFORMATION
- SOCI 4580: Immigration & Race in Contemporary US
- FALL 2017
- SOCI 4580, Section 900, 950 3 credit hours
- Office Hours: Tuesday 11:00 am - 2:00 pm, and by appointment
- Prerequisites – SOCI 1510 or equivalent.

Professor / Instructor Contact Information
- Ami Moore, PhD, MPH, CPH  Associate Professor
- Office: Chilton 390G
- Phone: 940.565.4267
- Fax: 940.369.7035
- Email address: amoore@unt.edu
- Office Hours: Tuesday 11:00 am - 2:00 pm, and by appointment.

About the Professor / Instructor
Welcome to SOCI 4580 (Immigration & Race in Contemporary US). My name is Dr. Ami Moore. I will be your instructor of record for SOCI 4580 for Fall 2017. I am Associate Professor in the Department of Sociology. I am a Social Demographer and a Public Health professional. I teach several courses in Sociology.

Required Materials – Text, Readings, Notes
Notes are posted on Blackboard (See NOTES tab on the left menu)
Assigned articles are posted on Blackboard (See Readings tab).

Course Description
Immigration, the movement of people from their native lands to foreign lands has become more significant today than ever. It affects both the areas of origin and destination. This course focuses on the impact of immigration on race and ethnicity in contemporary United States. In fact, the United States accepts more immigrants than any other country in the world. Immigrant population is growing and its impact has become more noticeable. About 13% of the US population is foreign-born, and 21%
of American-born children have at least one foreign-born parent. However, today’s immigrant groups are different from previous groups. They are more likely to be non-European and are from either Asia, Latin America, or the Caribbean, regions that over 80% of immigrants currently claim as homelands. This course will examine immigration, race, and ethnicity in contemporary America in general. Specifically, we will examine why people migrate to the United States, the changing face of the United States and its sociocultural, educational, and political implications.

We will briefly examine the history of migration to the United States first, followed by current migration trends. Then, we will investigate how contemporary immigrants are incorporating into the US society. We will also examine the different ways the US is being affected by these diverse groups of immigrants. Issues of race and ethnicity, assimilation, language, racial and ethnic identities, education, transnationalism, upward mobility, etc. will be discussed in this class. These goals will be achieved through reading assignments of articles and textbook, notes, and videos that are intended to illustrate various aspects of particular issues under consideration.

**Learning Objectives**

At the end of the course, students will be able to:

1. explain why people migrate, using relevant concepts and theories
2. explain why American population is diverse
3. discuss why race and ethnicity-related issues are still affecting the lives of Americans
4. describe how the U. S. is affected by contemporary immigrants
5. analyze ways that American cultural, economic, political, and social landscapes are being changed by contemporary immigrants.
6. apply immigration-related concepts and theories to explain real life events.

Each module has a list of learning objectives and activities which measure whether or not you are meeting the objective.

**Teaching Philosophy**

Online classes are very fast paced. Thus, it is important for students to stay up with assignments and complete them on time. You CANNOT procrastinate. To do well in this class, students should ask questions whenever they have one, and do all the assignments ON TIME (discussions, journal assignments, quizzes, video evaluations, and exams). Please **PROOF-READ** your work before submitting it as your grades will be partially based on the clarity of your writing. Your grades in this course will be based on discussions, journal assignments, quizzes, video evaluations, and exams.

1. There will be two discussions for the term.
2. Discussions will be posted on the Discussions tab.
3. There will be two video assignments which will be posted on the Assignments tab.
4. There will be three exams posted on the Assessments tab
5. There will be two journal entries posted on Journals tab
6. There will be a quiz for every module posted on the Assessments tab
7. Quizzes and exams will be on the Assessments tab. There will be NO MAKE-UP quizzes.
8. Each assignment will turn on at a particular time and be available for 72 hours.
9. Assignments CANNOT be made up after they turn off.
10. Your assignments MUST be posted during the allotted time.
11. No work will be accepted after the deadline.
12. PLEASE do not e-mail me your assignment, I will not read it.
13. I will read each and every post and provide feedback when necessary.
14. Please be courteous in the Course-room. Do not post anything offensive, threatening, inflammatory, or illegal. Also, do not call people names if you disagree with their views.
15. Check Blackboard and email DAILY. Email-me at amoore@unt.edu if you have questions.
16. Students will have graded assignments within a week from due dates.
17. Please do not e-mail me asking for additional extra credit assignments.
18. You can check exam and quiz questions after the end of due dates.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://goo.gl/1lsVF
Internet Access with compatible web browser
Headset/Microphone (if required for synchronous chats)
Word Processor
[Other related hardware or software necessary for the course]

Minimum Technical Skills Needed:

Examples include:

Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs
ACCESS & NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources
As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

- From within Blackboard, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

Being a Successful Online Student
- What Makes a Successful Online Student?
- Self Evaluation for Potential Online Students

How the Course is Organized

There are 6 modules for this course. Some cover 2 weeks, others, 3 weeks. The modules are on Blackboard under Learning Modules tab. There will be a quiz for each module (see calendar). There are 3 exams, 2 discussion fora, 2 video evaluation assignments, and 2 diary entries.

What Should Students Do First?

First, make sure you read the syllabus and understand its content. Make note of the deadlines. Ask the instructor questions if you have any.
How Students Should Proceed Each Week for Class Activities

There are weekly readings that you need to keep up with in order to do well in this class. If you have problems accessing assigned articles, email me at: amoore@unt.edu. Make note of deadlines. They are organized by module in this class.

Student Technical Support

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

Student Support Services

Also known at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an on-time graduation. Please refer to the website (https://trio.unt.edu/sss) for detailed list of services.

COURSE REQUIREMENTS

Readings and Assignments: Students are expected to do all assigned readings for each week and be prepared to share their views on the different issues raised in the readings.

1. **Quizzes:** (20 points—EXTRA CREDIT OPPORTUNITY). There will be NO make-up quizzes. A quiz will be given for every module, starting SEPT 7, 2017. Questions will be drawn from materials covered (notes, textbook, articles, and videos). The quiz will be posted for 72 hours. However, you will have between 10 and 25 minutes to take the quiz (depending on the number of questions) once you begin. Also, you will have only ONE attempt. The quizzes will turn on from Thursdays (11:59 pm) to Sundays (11:59 pm). You must complete the quiz during this time.

2. **Video Evaluations:** (50 points total)—Two videos will be shown in this class. The purpose is to provide students with an opportunity to think about and comment on particular issue(s) that is/are being covered. You are required to submit at least a one-page typed-written (font size =12) reaction paper (300 words) of the video.
General guidelines for all the video evaluations

While you’re viewing a video, think about and write down the following:

a. What are the most important points or ideas in the video? (Please refrain from just recounting what you watch. But give a summary of the most important points and state why they are important.

b. What significance do these ideas have for a course of this nature?

c. Write a brief response to at least one major issue discussed. Use your sociological imagination here. Make sure you integrate relevant concepts and theories that you learn in the textbook, videos, notes, etc. to substantiate your views.

d. Do you think the video is relevant to the class topic under discussion (here you state if the video presents anything to illustrate or explain a point raised in the text or in class discussion? Did the video make you look at anything differently?) If you think the video is not relevant to the topic, feel free to say so but you must be certain to explain your position.

e. Did you find anything problematic?

Video 1—Monday, Sept 11 (11:59 pm) to Thursday, Sept 14 (11:59 pm)—See Assignments tab

Video 2—Monday, Oct 16 (11:59 pm) to Thursday, Oct 19 (11:59 pm)—See Assignments tab

Grading rubric for video assignments

1. what are the most important points or ideas in the video (10 points)
2. what significance do these ideas have for a course of this nature (10 points)
3. write a brief response to at least one major issue discussed. Use your sociological imagination here. Tie your view/idea to assigned readings. (30 points)
4. do you think the video is relevant to the class topic under discussion (here you state if the video presents anything to illustrate or explain a point raised in the text or in class discussion. Did the video make you look at anything differently?) if you think the video is not relevant to the topic, feel free to say so but you must be certain to explain your position. (10 points)
5. Did you find anything problematic? (5 points)
6. Please remember to integrate relevant sociological concepts and theories into your write-up. (25 points)
7. your evaluation must be at least 300 words (10 points).
3. **Discussions** *(50 points total).* Discussion questions are posted in the Discussions tab. You are required to POST in your comments, read all of the posts of your classmates, and reply to two of the posts that you read. Please make sure you hit ‘QUOTE’ when you are replying to someone’s post or mention the name of the person whose post you are responding to, otherwise, I will not be able to follow what you are saying.

In your discussions, be as detailed as possible. Refrain from answers like “I agree”, “yes, this is true”, etc. Please make sure you explain why you agree or think the posting is good or true. Whatever you say, make sure you explain why you think the way you do. What I will be looking for in the postings is how well students integrate concepts and theories learned in the text into their discussions. **Show off your Sociological Imagination!!!** Students will have **Fridays from 11:59 pm to Mondays 11:59 pm** to post and reply to two of their classmates’ posts. After 6:00 pm on Mondays, you will NOT be ABLE to post your answer to the discussion question. **NOTE:** You have to post your answer for the discussion question(s) **FIRST** before you see the posts of your classmates.

90%-100% -- Very detailed answer. Answer/post has an extensive use of relevant textbook material—concepts and theories.

80%-89% -- Detailed answer. Answer/post contains a high level of use of textbook material—concepts and theories.

70%-79% -- Moderate answer. Answer/post has a moderate use of relevant textbook material—concepts and theories

60-69% -- Basic answer. Answer/post contains a superficial knowledge of relevant textbook material—concepts and theories.

59% and below – Answer/post has little to no knowledge of relevant concepts/theories.

**Discussion 1:** Friday, Sept 22 (11:59 pm) to Monday, Sept 25 (11:59 pm)—See Discussions tab

**Discussion 2:** Friday, Nov 10 (11:59 pm) to Monday, Nov 13 (11:59 pm)—See Discussions tab
### Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Did not meet expectations</th>
<th>Needs significant improvement</th>
<th>Need some improvement</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post and reply</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight 40.00%</td>
<td>0%</td>
<td>30%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Did not post or reply</td>
<td></td>
<td>posted comments, but did</td>
<td>posted comments, but</td>
<td>Posted a comment and replied to two posts.</td>
</tr>
<tr>
<td>to the discussion</td>
<td></td>
<td>not reply to two posts.</td>
<td>replied to only ONE</td>
<td></td>
</tr>
<tr>
<td>questions.</td>
<td></td>
<td></td>
<td>post.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>0%</td>
<td></td>
<td>25%</td>
<td>60%</td>
</tr>
<tr>
<td>Weight 50.00%</td>
<td></td>
<td>Did not use relevant concepts</td>
<td>Only used a few</td>
<td>Extensive use of relevant textbook material.</td>
</tr>
<tr>
<td>and theories to support</td>
<td></td>
<td>or theories from text but</td>
<td>relevant concepts and</td>
<td></td>
</tr>
<tr>
<td>comments and replies.</td>
<td></td>
<td>made some relevant concepts</td>
<td>theories from textbook.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Typos</strong></td>
<td>0%</td>
<td>25%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>Weight 10.00%</td>
<td></td>
<td>Fewer than five errors</td>
<td>Perfect writing</td>
<td></td>
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<tr>
<td>More than 10 errors</td>
<td></td>
<td></td>
<td>skills.</td>
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<tr>
<td>Five to 10 errors.</td>
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</table>

4. **Journal assignments**: (50 points total)—Two journal assignments will be given during the semester. Please see dates below. Your journal should be reflective of what you have learned in each module and readings. It must provide your personal thoughtful analysis of the concepts and theories that you have learned and the experiences of the people described in the text. Self-appraisal and personal reflection are significant part of writing a journal. Hence, you need to make a connection between what you have learned in the modules to what you have learned in the readings as well as how all of these reflect some of the experiences that you have had prior to taking this course. For example, analyze how the changing immigration legislations have impacted the lives of immigrants and perhaps of your own. Also, keep in mind the overall learning objectives of this course and be certain you address whether or not you are achieving them. The journal entry must be 600 words at least.

**Journal entry 1**: Tuesday, Oct 3 (11:59 pm) to Friday, Oct 6 (11:59 pm)—See Diary tab

**Journal entry 2**: Tuesday, Nov 21 (11:59 pm) to Friday, Nov 28 (11:59 pm)—See Diary tab
### Grading rubric for Journal assignments

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Did not meet expectations</th>
<th>Needs significant improvement</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-appraisal and personal reflection</td>
<td>0 % Did not show any self-appraisal and reflection.</td>
<td>30 % Made a few connections between what has been learned in modules and readings, but made no link between what has been learned and personal experiences.</td>
<td>100 % Made clear links between what has been learned in modules and readings as well as reflection of personal experiences and how the knowledge gained affects these experiences.</td>
</tr>
<tr>
<td>Weight 40.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>0 % Did not use relevant concepts or theories to support self-appraisal and personal experiences.</td>
<td>25 % Did not use relevant concepts or theories from text to support self-appraisal and personal experiences but made some relevant comments.</td>
<td>100 % Extensive use of relevant textbook material and information gained from modules to support self-appraisal and personal experiences.</td>
</tr>
<tr>
<td>Weight 50.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Typos</td>
<td>0 % More than 10 errors</td>
<td>5 % Five to 10 errors.</td>
<td>100 % Perfect writing skills.</td>
</tr>
<tr>
<td>Weight 10.00%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Examinations. (300 points)**—There will be three exams given during the semester on the dates specified in the schedule (see below). You have a 72-hour window for the exam. However, you will have a certain amount of time to take the exam once you begin it. Also, you will have only ONE attempt once you begin an exam.

Exam 1: Tuesday, Sept 26 (11:59 pm) to Friday, Sept 29 (11:59 pm)—located in Assessments tab

Exam 2: Wednesday, Nov 1 (11:59 pm) to Saturday, Nov 4 (11:59 pm)—see Assessments tab

Exam 3: Sunday, Dec 10 (11:59 pm) to Thursday, Dec 14 (11:59 pm)—see Assessments tab

**Missed assignments.** You will be given an opportunity to make up for only ONE missed exam, discussion, diary assignments, and/or video during **PRE-FINALS WEEK.** However, you will have only **24 hours** to make up for a missed assignment instead of 72 hours. Dates for make-up assignments will be posted. Make-up assignments will be given during **PRE-FINALS WEEK** only. I do not need to know if you missed an assignment. Please do not e-mail to inform me about your missed assignment. Make-up assignments will **NOT** cover the same materials that you missed. Please check announcements and discussions tabs daily. There is **no make-up exam for final exam.**
Please remember: I do not give “extra credit” opportunities to any single student, otherwise I will need to do so for the entire class. Also, do not make up stories about having problems with Blackboard, because I will track your time log and history.

COMMUNICATIONS

Information will be sent to students via their e-mail (please check your e-mail daily) and posted on Blackboard- check the Announcements tab daily.

Interaction with Instructor Statement: The primary means to contact me will be via e-mail: amoore@unt.edu or telephone: 940.565.4267. However, I prefer e-mails since I try my best to respond to students within 24 hours, even on weekends. In case I do not reply to your e-mail within 48 hours, please e-mail me again. I am also available during my office hours. You may call or just come in. I will send out an e-mail in case I cannot hold office hours. Nevertheless, I am in and out of the office most days, but it is always good to let me know ahead of time when you plan to meet with me.

ASSESSMENT & GRADING

1. Assessments
   
   Quizzes: (20 points—EXTRA CREDIT OPPORTUNITY). There will be NO make-up quizzes. A quiz will be given for every module, starting SEPT 7, 2017. Questions will be drawn from materials covered (notes, textbook, articles, and videos). The quiz will be posted for 72 hours. However, you will have between 10 and 25 minutes to take the quiz (depending on the number of questions) once it begins. Also, you will have only ONE attempt once you begin a quiz. The quizzes will be turned on from Thursdays (11:59 pm) to Sundays (11:59 pm). You must complete the quiz during this time.

2. Video Evaluations: (50 points total)--Two videos will be shown in this class. The purpose is to provide students with an opportunity to think about and comment on particular issue(s) that is/are being covered. You are required to submit at least a one-page typed-written reaction paper of the video.

3. Discussions: (50 points total). Discussion questions will be posted throughout the semester (see calendar). You are required to POST in your comments, read all of the posts of your classmates, and reply to two of the posts that you read. Please make sure you hit ‘QUOTE’ when you are replying to someone’s post or mention the name of the person whose post you are responding to, otherwise, I will not be able to follow what you are saying (300 words).
4. **Journal assignments** *(50 points total)*—Two diary assignments will be given during the semester. Your journal should be reflective of what you have learned in each module and reading the textbook. It must provide your personal thoughtful analysis of the concepts and theories that you have learned and the experiences of the people described in the text. Self-appraisal and personal reflection are significant part of writing a diary. Hence, you need to make a connection between what you have learned in the modules to what you have learned in the textbook as well as how all of these reflect some of the experiences that you have had prior to taking this course. For example, analyze how the changing immigration legislations have impacted the lives of immigrants and perhaps of your own. Also, keep in mind the overall learning objectives of this course and be certain you address whether or not you are achieving them. The journal entry must be 600 words at least.

5. **Examinations** *(300 points total)*—There will be three exams given during the semester on the dates specified in the schedule. You have a 72-hour window for the exam. However, you will have a certain amount of time to take the exam once you begin it. Also, you will have only ONE attempt once you begin an exam.

6. Each module has a list of learning objectives and activities which measure whether or not you are meeting the objective.

**Grades for assignments will be posted within one week of the deadline.**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. You have readings for each week and will work on various combinations of assignments, activities, discussions, etc. which will be made available to you on a specific date for 72 hours.
# ACADEMIC CALENDAR/COURSE DESIGN

<table>
<thead>
<tr>
<th>Module</th>
<th>DATE</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Weeks 1-3</td>
<td>Aug 28-Sept 16</td>
</tr>
</tbody>
</table>

**To-Do-List**

**Read:** Notes 1 and 2.


**Quiz 1** will turn on Sept 7 at 11:59 pm and turn off on Sept 10 at 11:59 pm.

**Video 1** will turn on Sept 11 at 11:59 pm and turn off on Sept 14 at 11:59 pm.

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Weeks 4 &amp; 5</th>
<th>Sept 17-Sept 30</th>
<th>Changing face of America</th>
</tr>
</thead>
</table>

**To-Do-List**

**Read:** Notes 3

**Read article:** Immigrants in the United States: A profile of America’s foreign-born population by Camorato, S. (2012).

**Quiz 2** will turn on Sept 21 at 11:59 pm and turn off on Sept 24 at 11:59 pm.

**Discussion 1** will turn on Sept 22 at 11:59 pm and turn off on Sept 25 at 11:59 pm.

**Exam 1** will turn on Sept 26 at 11:59 pm and turn off on Sept 29 at 11:59 pm.

**Exam will cover materials for Modules 1 & 2**
Module 3  Weeks 6 & 7  Oct 1 - Oct 14  Diversity in US: Sociocultural outcomes

*To-Do-List*

**Read:** Notes 4.


**Journal assignment 1** will turn on Oct 3 at 11:59 pm and turn off on Oct 6 at 11:59 pm.

**Quiz 3** will turn on Oct 12 at 11:59 pm and turn off on Oct 15 at 11:59 pm.


*To-Do-List*

**Read article:** Diverse streams: African migration to the United States by Capps, R., McCabe, K., & Fix, M. (2012).

**Read Textbook:** Chapters 1- 6 of The American dream through the eyes of Black African immigrants in Texas.

**Video 2** will turn on Oct 16 at 11:59 pm and turn off on Oct 19 at 11:59 pm.

**Quiz 4** will turn on Oct 26 at 11:59 pm and turn off on Oct 29 at 11:59 pm.

**Exam 2** will turn on Nov 1 at 11:59 pm and turn off on Nov 4 at 11:59 pm.

**Exam will cover materials for Modules 3 & 4**
Module 5  Weeks 11 & 12  Nov 5 - Nov 18 -- Diversity in US: American Schools

To-Do-List

Read article: Educational attainment of first and second generation immigrant youth: New findings from national longitudinal data by Cruz et al. Urban institute Summer Academy for public Policy Analysis and Research.


Discussion 2 will turn on Nov 10 at 11:59 pm and turn off on Nov 13 at 11:59 pm
Quiz 5 will turn on Nov 16 at 11:59 pm and turn off on Nov 19 at 11:59 pm

Module 6  Weeks 13-14  Nov 19 – Dec 2  Diversity in US: Other spheres

To-Do-List


Read article: Immigration is changing the political landscapes in key states by Wolgin, A. E. & Garcia, A. (2013).

Journal entry 2 will turn on Nov 21 at 11:59 pm and turn off on Nov 28 at 11:59 pm – Due date extended because of Thanksgiving Break
Quiz 6 will turn on Nov 30 at 11:59 pm and turn off on Dec 3 at 11:59 pm

Week 15  Dec 3 – Dec 9  PRE-FINALS WEEK
Make up assignments will be given

Week 16  Dec 10 - Dec 14  FINAL EXAM

Final Exam (will cover materials for Modules 5 & 6)

Sunday, Dec 10 (11:59 pm) – Thursday, Dec 14 (11:59 pm)
Grading
The final grade will be assigned based on the following scale which uses a point system:

- A = 450—405 points
- B = 404—360 points
- C = 359—315 points
- D = 314—270 points
- F = 269 points & below.

You will need to sum up all your points and divide the total by 450, the result will show you what your final grade will be.

Turnitin Submission Instructions and Information

Participation / Discussions
Information about the student’s responsibility in the course discussions; grading and posting criteria; how to post to the online discussion board, etc. Also include etiquette/protocol for participating in the online discussion board. For examples, see:
- [http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf](http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf)
- [http://online.uwc.edu/technology/onlEtiquette.asp](http://online.uwc.edu/technology/onlEtiquette.asp)

Online Tests/ Quizzes (to include final or proctored exam information)
(Descriptions and details if any. For example: You can access quizzes/exams by clicking the Assessments link on the course menu or see the quiz/exam icon on the designated page. Each quiz is timed and can be accessed only one time within the scheduled time window. Please read the on-screen instructions carefully before you click “Begin Assessment”. After each quiz is graded and released, you may go back to the Assessments page and click “View All Submissions” to review your exam results. (Add if Blackboard Quiz tool is to be used).

COURSE EVALUATION

Course evaluation is usually conducted during the last 2 weeks prior to final exams. I will post information about the date for evaluation on Blackboard and e-mail each student when it becomes available.

SCHOLARLY EXPECTATIONS

In keeping with the norms of higher education, any student found guilty of academic dishonesty may
receive a failing grade for the course and be reported to their college dean. Refer to your student handbook for complete provisions of the policies and procedures set forth by UNT.

RESOURCES

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the “Academic Support” tab.

UNT Portal: http://my.unt.edu

UNT Blackboard Learn Student Resources: Technical Support: http://www.unt.edu/helpdesk/

UNT Library Information for Off-Campus Users: http://www.library.unt.edu/services/facilities-and-systems/campus-access

UNT Computing and Information Technology Center: http://citc.unt.edu/services-solutions/students

UNT Academic Resources for Students: http://www.unt.edu/academics.htm

Computer Labs: [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

COURSE POLICIES

Assignment Policy
See the assignment schedule for due dates which are in this syllabus and also posted on Blackboard.

Instructor Responsibilities and Feedback
Include a statement:

- The primary means to contact me will be via e-mail: amoore@unt.edu or telephone: 940.565.4267. However, I prefer e-mails since I try my best to respond to students within 24 hours, even on weekends. In case I do not reply to your e-mail within 48 hours, please e-mail me again. I am also available during my office hours. You may call or just come in.

Turnitin Notice
Sample notice: Students are required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded.) (Note to instructors: Any assignments submitted on behalf of the students must have a written or electronically signed consent to do so. Additional information can be found at: http://clear.unt.edu/turnitin )
Late Work
Late assignments will not be accepted in this class.

Class Participation
Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes
I rarely give an incomplete. Please check the UNT student handbook for policy on incompletes.

Policy on Server Unavailability or Other Technical Difficulties

Copyright Notice
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. [Additional sample statements can be located at: http://copyright.unt.edu/content/sample-copyright-notices] Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

Undergraduate Online Course Attendance Policy
Information about the University of Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5

Administrative Withdrawal

Syllabus Change Policy
This schedule is subject to change at the discretion of the professor.

Policy on Server Unavailability or Other Technical Difficulties
[Sample statement: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.]
UNT POLICIES

Student Conduct and Discipline:  *Student Handbook.*
*Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.*

Academic Honesty Policy
*Please refer to the UNT Faculty Handbook or your department regarding the Academic Policy. A sample statement may include the following:*
"You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the *Student Handbook*. The content of the Handbook applies to this course. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course."

ADA Policy

*As per the Office of Disability Accommodation, a syllabus for a course SHALL include the following statement:*

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA 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, ODA 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 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 Office of Disability Accommodation website at [http://disability.unt.edu/](http://disability.unt.edu/). You may also contact them by phone at 940.565.4323.

Add/Drop Policy
*Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.*

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation
The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Voluntary Product Accessibility Template (VPAT) Blackboard Learn Release 9.1

The Voluntary Product Accessibility Template®, or VPAT® documents Blackboard Learn 9.1’s conformance with the accessibility standards under Section 508 of the Rehabilitation Act (29 U.S.C. ‘794 d), as amended by the Workforce Investment Act of 1998 (P.L. 105 - 220), August 7, 1998.