COURSE SYLLABUS

You must post your to the to the Faculty Profile System by the 7th day of class.[1]

The syllabus you create for your freshman writing class may be a straightforward "Just the Facts" document, a <u>creative desk-top published</u> brochure, or even a <u>hand-drawn comic book</u> production. Regardless of the approach you choose, strive to make your syllabus visually appealing and easy to navigate. It is, after all, what will be their first impression of you.

Texas House Bill 2504's certainly fall in to the "just the facts Ma'am" sort. It requires that all undergraduate organized class syllabi communicate the following:

1. Brief description of each major course requirement, including each major assignment and examination
2. Course learning objectives
3. General description of the subject matter of each lecture or discussion
4. Required or recommended readings

The University of North Texas requirements embellishes those directions a bit:

1. Instructor contact information (name, office location, office hours, phone[2], email address)
2. Basic course information (course title, number, and section)
3. Required and optional materials needed for course
4. Course competencies / assignments /requirements
5. Evaluation and grading policies
6. Attendance expectations and consequences (UNT Policy 15.2.5)
7. Date, time, and place of final examination
8. ADA accommodation statement (UNT Policy 18.1.14)
9. Emergency notification and procedures
10. Academic integrity expectations and consequences (UNT Policy 18.1.16)

Some examples of what you can do with syllabus design with enough creative energy (and time).

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[1] Directions are in the online Handbook
[2] List the department number: 940-565-2050

Below is a more thorough consideration of the variety of information necessary for your course (of course not all components are necessary for any one class).

Syllabus Component	Description and Usefulness to Engaged Learning
Instructor information	Beyond office hours and office location, includes instructor educational background, work experience, other interests such as music or art or sports, passion, teaching philosophy, research, etc.
Purpose of the course	Explains why the course is part of curriculum and how it fits with other courses, what level student the course is designed for, how the course addresses the university mission, and what the course will prepare students to do.
Course description	Captures interests of students, provides overview of course such as the content, value to students, philosophy and assumptions, relevance, reflection of values of instructor/department/university, process of course through the semester.
Course objectives	Indicates what students will take away from the course, how they will demonstrate their learning, and what skills they will attain.
Course content and access to content	Includes readings, media, etc. and how students can access this information, what is required and what is optional, what must be purchased, library resources, etc. Also includes why the selected content is important to the course, discipline, and students.
Resources	Provides links to and information on exhibits, observations, libraries, technology, field experts, websites, writing centers, learning center, tutors, etc. Includes information about clickers or other polling devices if they are required.
Course calendar	Access for information about assignments and due dates, progression of content and assignments, in class learning activities.
Course requirements	Detailed descriptions of each assignment including outcomes, learning activities, deliverables, reference materials, and resources. Include working in groups, participation requirements, etc. However, to keep the syllabus shorter depending on the number of assignments you have, you may consider having this information on a separate handout.

Policies and expectations	Includes departmental, and university mandated policies, instructor expectations, attendance, make-up work, guidelines of classroom behavior and consequences for not following them, class discussion guidelines and expectations, ground rules (such as an electronics policy), civility and conduct, academic integrity, disability, safety (if necessary), etc.
Evaluation and grading	Tells students how work will be assessed and graded, including self-assessment, peer-assessment, and faculty evaluation. Includes points for assignments and tests and descriptions of exams (type, content covered, skills, etc.).
Other	How to study for course, learning contract, tips for succeeding in discipline, tips for succeeding in online learning, etc.

We've all seen plenty of syllabi that are exemplars of brevity, so why are freshman writing course syllabi more like end-user agreements? Primarily because most of our students are new to every single aspect of college life. Ergo, our syllabus must take into account all sorts of topics, issues, and, yes, misunderstandings that the veteran student doesn't need.

While the program's pedagogical expectations are clearly articulated in *An Insider's Guide to Academic Writing*, the particulars of your class policies are—to an extent—up to you. These include (but aren't limited to):

1. Late paper policy
2. Tardiness policy
3. Use of cellphone (etc.) in class
4. If/how students contact you regarding absences
5. If/how students make-up missed in-class assignments
6. How students compose e-mails to you
7. How available you are to students via e-mail (set boundaries)
8. If/what exceptions you allow for your policies
9. How you wish students to address you and each other
10. Etc.

And remember*, make sure that your syllabus clearly states that your policies and the course schedule are subject to change with adequate warning*! Somewhere during the semester we all have to fashion at least one course-correction, so make sure that it's on your syllabus.

Finally, include some sort of accountability factor <u>documenting</u> that the students have read your syllabus. You can give them a paper quiz, or ask them to list the ten things they thought most important or intriguing: in either case, keep those signed papers on file. Or simply ask that they sign a detachable part of the syllabus that declares they have read and

understood it. Later in the semester, if you have a student who (for example) challenges a grade on the grounds she wasn't aware of a policy or deadline, a signed document like that can go a long way in resolving such a dispute.

But let's be honest: all the suggestions above as sort of like vegan power bars. Healthy and virtuous, but not exactly chock-full of M&M's and marshmallows? And where's the chocolately goodness? Our students have grown up in a world saturated with entertaining images and texts limited to 162 characters. Now, I'm not suggesting you make a syllabus out of Tweets, but as we will be asking our students to take audience into consideration when they compose, it's not unreasonable that we do the same.

So, if you have the time (and the inclination) we encourage you to have some fun with the layout and language of your syllabus. You can convey the information necessary for your course without sounding like Walter Cronkite. Online searches will provide you with fabulous visuals like the ones of the first page of this handout, but really the best way to improve your syllabus construction is to look at veteran teachers' syllabi.

Our new Faculty Profile System has—as of this writing—a few bugs in it, but most facultys' syllabi are downloadable.

Office Hours Policies

Consider including your policy regarding how you expect students to use your office hours. For example: *I encourage you to come to office hours with questions or concerns regarding the class. I'm always glad to speak with you personally regarding any concerns you have about assignments or your class progress.*

Your students will be adjusting to a pretty intense learning curve: your challenge is to be supportive while simultaneously being clear about expectations and boundaries. You don't do students favors by being lenient with clearly stated objectives. Remember: you don't give grades. Students earn them.

Don't be surprised if your students also come to see you about issues that are not specific to your class. My colleagues and I have seen a marked increase in the number of students who turn to their professors for personal counselling in the last two decades.

With this in mind, while it's ok for you to listen and respond to typical first semester problems, it's also important for you to recognize that you are not a professional advisor. It's a good idea to have the flyers for student counseling services handy. There is also a detailed list of the various counselling services available at UNT—as well as in Denton County—in the online TA Handbook.

One strategy for designing the daily schedule

1. Using your medium of choice[3], create a calendar and first identify all scheduled class meetings and all official holidays.
2. Look at your own class schedules and identify their exam and paper due dates, as well as personal dates you know about in advance.
3. Make individual titles for every class activity, quiz, due date (etc.) you have planned.
4. Insert them into the calendar, taking numbers 1 and 2 into account.
5. Consider that a small percentage of students will not submit assignments on the due-date. Think about how you're going to deal with that now.
   a. If you accept late papers, consider giving only a brief response, or just a letter / number grade. It's all right to assess their level of engagement and adjust yours accordingly.
6. Be honest with yourself: how much turnaround time do you need?
   a. For example, do you want to grade a major assignment before, or after, Thanksgiving?
7. Consider making the final Portfolio due-dates a rolling one. Do a lottery, so that one-half or one-third of the class submits their Portfolio on Monday, then another portion on Wednesday (etc.). As long as students know about this at the beginning of the semester, they will be okay with it.
   a. Remember: you are not obliged to write comments on final Portfolios. You are evaluating and grading them only. Some few students will collect them, but most won't (even if they say they will).[4]
   b. Prepare yourself for end-of-the-semester student emergencies. They happen. You can be kind in your response, but think really hard about offering last-minute clemency. Ask yourself: "What is my student learning if I exempt them from the consequences of their poor decisions / time management?

Helpful Hints

Attendance / Tardiness

- Having students begin class by writing in their Huponemata for the first 5 minutes of class is one way to take syllabus if you're the sort who can "eyeball" it. Latecomers are also more obvious when everyone else is quietly writing, and the embarrassment factor might discourage future tardiness.
- State on your syllabus a policy that latecomers will be the first called upon to respond to the day's assignments / questions / reader responses (etc.).
- Be careful about connecting absences and tardiness to grades. That can add up to a whole lot of headache-inducing number crunching at the end of the semester.

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[3] I write these (and when I was in grad. School, my own due-dates) on different colored stickies, and arrange / rearrange them on a poster-board sized calendar until things look copacetic.

[4] We will be discussing Portfolios—and the "to comment or not to comment" issue later in the semester.

Extra Credit When it comes to offering it, we all know that the students most likely to do it are those who least need it. But at the end of the semester (when you're swamped with grading) students will put energies best focused elsewhere into producing extra-credit at the last minute. Nevertheless, the opportunity for extra-credit signals flexibility on your part, and fosters good will on theirs. So, how to give students a little insurance policy without wading through last minute submissions that (probably) won't do them much good?

- Have a clear deadline for accepting extra-credit: I recommend no later than week 8 of the semester. This way, all students know they *can* do extra-credit, but poor performing students aren't tempted by its siren song at week 14.

Strategies for one of *those* days: There are numerous exercises available in the online TA Handbook, but below are a few of my favorites.

- **Cliché' exercise**: have groups compose a short story using every cliché they can find. Read aloud. **Objective:** don't use clichés.
- **Biography exercise**: have students write a bio. For a model in an advertisement. Discuss why / how visuals led to assessments / judgments. **Objective**: understanding that all visuals can be 'read' as a text, whether or not such judgments are reliable.
- **Thesaurisitus:** (Prepare this ahead of time). Cut and paste a particularly descriptive paragraph from a novel or article. Using your computer's thesaurus software, choose particularly evocative words and replace them with the first suggestion the thesaurus creates. Italicize those words. For the class exercise, put this document on the overhead, and ask workshop groups (or put them in teams) to guess what the original word was. **Objective**: appreciating connotation vs denotation.

Printing Rosters and Taking Roll

How to Print Your Roster.[5]
1. Log in to my.unt.edu and click on "Faculty Center".
2. You should then see your assigned courses (if you don't see the classes you expected to see, double check you're looking at the correct semester).
3. Click on the people icon to the left of each class.
4. To print up your roster with your students' pictures, click the "Include photos" button, then click "View All" (otherwise you'll only get the first student's photo).
5. If you are on a PC on campus, right click and choose "Select Frame" then choose "Print Frame".

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[5] Depending on your computer or printer, you may encounter difficulty printing your roster. The Print option on the right hand side pulldown menu (the one below your Red X) will give you gobbldey gook, and the "Printer Friendly Version" option on the bottom right of your roster won't print photos. And don't even think about trying to print rosters using Internet Explorer!

First Day of Class

- Print out a fresh roster in case of any last-minute additions.
- Take roll! The Registrar will put you on the Naughty List if you don't.
- Take careful note of those who are in class but not registered.
    a. They may simply be in the wrong room.
    b. If they're certain that the class and section are correct, check your roster on the class's computer. They may have added after you last printed it.
    c. If they're not on the online roster either, their registration may be held up because of an issue with their financial aid, etc., so make sure to let them know they may have to contact the Registrar's office.
    d. If they tell you they're hoping to add your class during Add/Drop, **make sure they're not missing the class they're actually registered for**! If that's not the case, it's your call whether they stay or not. Just make it clear you have no authority (none, I mean, zip, zero, nada, nuh uh, nope, not even) to open up a 'capped class' or in any other way effect their admission.

Attendance, Course schedules and drops - first two weeks

Please keep meticulous attendance for the first two weeks at least, because the Audit and Final Class Rolls need to be accurate. Make sure that everyone attending your class is on the roll by the time that audit class rolls are issued. It's a good idea to put the following declaration in a conspicuous place on your syllabus.
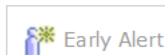
> Closely monitor your course schedule for the first two weeks of class to make sure you haven't been dropped by the registrar's office. Students dropped from classes for nonpayment of financial aid or other reasons will not be readmitted to the course until their fees are paid. Make sure all your financial records are up to date.

For more see http://essc.unt.edu/registrar/schedule/scheduleclass.html

Another excellent reasons for keeping track of attendance is that you will want to contact any students who are nearing the total allowable absences. The college cliché may be "They're grown-ups: if they choose not to come to class, that's their look-out." But there are some very good reasons why you should double check on absentee students.

- Some students believe they're automatically dropped if they stop attending.
- They may be attending the wrong class.
- The Registrar's office has been known to make an error now and then.
- They may be overwhelmed and pulling an ostrich act.

That last possibility brings us to <u>Early Alert</u>, accessible from your online roster. Considering the possibility that something might be seriously wrong, don't hesitate to use Early Alert. Again, you may be the only instructor who knows your students by name and/or sight. This means you might be the only one who notices they've stopped coming to class.

I've never heard of a case where a student was resentful because a UNT representative personally checked up on them. And if, as you hope, nothing's seriously wrong, at the very least you've made sure they know they should take steps to drop the class.

Exceeding Allowable Absences: If your student has failed due to absences, you may want to go ahead and fill out paperwork to drop that student, after Week 7. Regardless of a student's absenteeism, they are still registered in your class, and thus can fill out a Student Evaluation at semester's end.

First Day of Class: Icebreaker Activities
Excerpted from CLEAR Course Design Institute: TREE Engaged Learning Module

You've sat through enough first days where all the instructor did was go over the syllabus. Hardly a thrilling first day, is it? Instead, if you've managed to get your students actively engaged in asking or answering questions about the syllabus and the course in general, you don't need to address every last detail. Try spending the first 20 minutes or so on the syllabus, then spend the rest of class on an ice-breaking activity. As the Writing Program obliges students to engage in group projects, it's a good idea to start as you intend to proceed, and have them work in groups from day one. If students begin learning about one another from the first day, this also helps you get a bead on who might be a good fit with whom for the eventual group/team formations.

1. "Sharing Course Trepidations" In pairs or small groups, have students share their trepidations about the course. This may be particularly helpful in a course associated with high anxiety, such as math or writing. Follow this up by either having students introduce each other and/or by asking the groups to share what they consider to be their most significant concerns or fears regarding the course. As the groups share, the instructor can validate and address their concerns as appropriate.
2. "Draw a picture of why taking class" Have students draw a picture, symbol or cartoon illustrating why they are taking the class. Students can share these in small groups or in pairs. Follow up by having students introduce each other and briefly share about their partner's picture.
3. "Common Sense Inventory" Assemble five to 15 common sense statements directly related to the course material, some (or all) of which run counter to popular belief or prejudice. For example: "Suicide is more likely among women than men." Individually, have students mark each statement as true or false and then share their answers in small groups. Allow students to debate their differences. Instruct the groups to reach consensus and have a presenter from each group share their response to at least one question. Either provide the correct answers or take the cliffhanger approach and let the class wait for the correct answers to unfold throughout the semester. (Nilson 1998) If you take the cliffhanger approach, you might consider re-administering this inventory at the end of the semester as a method of reviewing and/or reflecting on the course.

4. "The Circles of (student's name)" Have students draw a large circle on a sheet of paper and other smaller circles radiating from it. Students write their name in the central circle and names of groups with which they identify (e.g., gender, age group, ethnic, social, political, ideological, athletic, etc.) in the satellite circles. Then ask students to move around the room to find three classmates who are most and/or least similar to themselves. This activity helps students appreciate the diversity in the class. (Nilson, 1998)
5. "Syllabus Icebreaker" Have students get into groups of three to five and introduce themselves. Following introductions, have each group generate a list of five to eight questions they have about the class. The instructor then hands out the syllabus and the groups go over it together to answer their questions. Upon completion of the small group activity, the class then reconvenes and the groups ask any questions that were not addressed in the syllabus.
6. "The M & M Breaker" When students enter the classroom, they take an M & M. When they introduce themselves, what they share is dependent on the color of their M & M. For example, a red one might mean they share what they hope to get out of the course. On the lighter side, a red one might mean they share a recent accomplishment or success.
7. "Who's In Our Group?" or "People Search" Have students take approximately 20 minutes to mingle around the room, meeting briefly with as many students as possible. Give the students a list of statements and as they mingle have them identify a person to pair with a statement. Write his/her name next to it. They can use only one person per statement. Ask each student to briefly share a little about his or her experience with the statement selected. The statements can be designed to reflect the course content, such as "Find someone who has taken a related course" or "Find someone who knows the order of the planets." The statements can be statements unrelated to the course, such as "Find someone who is wearing shoes without laces" or "Find someone who likes spaghetti with clam sauce." You can grant a prize, such as candy, to the student(s) who gets the most statements completed in the allotted time period.
8. "Identification" Have students get into pairs or groups of four. Tell them to (individually) look in their purse/wallet/briefcase to find something that is significant to them. Each participant shares with his or her group members or partner why the item is significant. The exercise continues until all partners or group members have shared. The class then resumes and class members are asked to introduce their partner or one person from their group, and share something significant about them.
9. "Dinner Plans" Have each person complete the following sentence: "If I could have dinner with any person, living or dead, it would be_____ because_____." (From: http://www.resultsthroughtraining.com)
10. "I'm Unique" Ask each person to share one thing that makes him or her unique. This can be incorporated into a classroom exercise for learning names - connecting the uniqueness to the name. (From: www.resultsthroughtraining.com)
11. "The Magic Wand" You have just found a magic wand that allows you to make any three changes you want. How would you change yourself, your job, or any other part of your life? Have students discuss why it is important to make the change. (From: http://www.nwlink.com/~donclark/leader/icebreak.html)
12. "Marooned" Break class into groups of 4-7 and tell them "You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded?" Note: they are allowed five items per team, not per person. Have each group report their five items and briefly share why they selected those items. This activity helps them to learn about another person's values and problem- solving styles and promotes teamwork. (From: http://www.nwlink.com/~donclark/leader/icebreak.html)
13. "Familiar & Unique" Break the class into groups of four (ideally by counting off). Each small group must come up with four things they have in common (all working full-time, all single parents, etc.). Then they are asked to share something unique about themselves individually. The group shares their familiar and unique features with the rest of the class. A master list can be made on the board for the class to look at and discuss if appropriate. (From: Victoria Meyers at Grand Rapids Community College in Michigan)

14. "Learning from Experience" Have participants introduce themselves and explain one thing they have learned the hard way about the subject you are covering. Post their learnings on a flip chart and refer to them as appropriate throughout the class/semester.
15. "Questions" Have each student write a question they want answered about the class on a Post-it note. Have them introduce themselves and their question. Post all questions on a wall chart. During, at the end of the first class, or at the onset of the next class session, address any questions that were not addressed during the first class.
16. "Collective Knowledge" Working in teams, have students introduce themselves and then, as a group, identify three ground rules for the class. Have each group report out (sharing only what they have that is different from what the previous groups reported). As the groups report, reach consensus as a large group regarding the adoption of the various ground rules. If you have a computer/projector in your classroom, you might type and edit these as they are reported. Bring a copy for each student to the next class session. Consider reviewing and/or modifying as the need arises. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
17. "Charades" Have the class work in teams of four to five. Instruct the teams to identify one type of person they all find difficult. Then have the team act out that type of person while the rest of the class tries to guess what they are acting. This can be a fun activity and can lead to a short discussion about needing to keep a sense of humor when dealing with difficult people. This might be a good lead-in activity to #21 above. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
18. "First Job" Have participants introduce themselves, sharing their name and something they learned on their first paying job. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
19. "Good or New" Ask each person to share something good or new they have experienced in the last 24 hours. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
20. "My Slogan" Explain that many companies have slogans or "mottos" which reflect their values. For example, Ford Motor Company uses the slogan, "Quality is Job One." Ask each student to write (or borrow) a slogan to describe him or herself and share that with the class. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
21. "The Best Team" Have each person share a description of the best team they have ever been on and why it was the best. Post characteristics on a flip chart. Debrief this exercise by having the class identify ways to maximize the "best team" characteristics. This icebreaker would be particularly appropriate in a class where teamwork is expected. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
22. "Three Truths and a Lie" Give each individual a 3x5 card and instruct them to write four statements about themselves (one statement should be false, while three should be true). Explain that the goal is to fool people about which one is false. Allow five minutes to write statements; then have each person read the four statements and have the group guess the lie. Award a prize to the individual who makes the most correct guesses. (From: Results Through Training, RTTWorks at http://www.rttworks.com/images/downloads/Icebreakers.HTML)

At the conclusion of an icebreaker activity, introduce yourself and how you wish to be addressed. Briefly, share your background and personal philosophy on learning and teaching. Avoid saying things like "This is the first time I have taught the course," or "I was only asked to teach this course a week ago." While true, these statements make it difficult to create a positive environment.

Debrief at the end of icebreaker activities (or any activities) by asking your students what the value of an icebreaker activity is and sharing your rationale for the activity. This is also an opportunity to remind them that their fellow students are valuable resources.

Strategies for building a welcoming classroom environment

What is one strategy you can use to build a safe learning environment for your students so that they will feel freer to interact with me and one another? Consider including something along these lines:

> *A safe class environment does not mean freedom from discomfort or debate; it does mean an environment that encourages honest exchange of thought and mutual respect for conflicting opinions.*

Have a class discussion about what this means, ideally in the first week, using an example topic (maybe not *too* polarizing) to demonstrate how differing opinions can be aired without individual people feeling alienated if they disagree. This provides you the opportunity to model for your students that, while you are ultimately the authority in the class, you will be fair to all students' opinions, and no one need fear that you will embarrass them or call them out in a rude way if they air a minority opinion.

Strategies to help establish relationships with your students

Show up to class early and/or stay late, and provide a specific (unstated) reason for students to interact with you on an informal, non-class related activity. For example, bring in an unusual drink or snack before class; carry an unusual lunch box. Have it in a conspicuous location during class, then rummage through it afterwards. Or play some music before class that students would not necessarily associate with you (that is, what they presume about you). Anything that is a bit surprising but still appropriate for class opens up the potential for students to initiate informal conversations with you.

Terms of Address

Be clear with students about how you wish to be addressed, and ask students how they, in turn, would like to be addressed. Students rarely ask you to call them Mr. /Ms., but it's common for them to go by a name different than the one on your roster.

Design a system that works with your teaching style (and memory) by which you can call on students, without relying on the few you've gotten to know, or the reliable Chatty Kathies.
- Seating charts aren't exactly a novel approach, but they get the job done.
- Name-tags may also smack of conventions, but they're affordable and, as long as you wear one too, the class will play along.
- Provide 5x8 cards and a Sharpie for them to write their names on ½ of the card. Then have them fold it in half and place on their desk. Keep extra cards on hand for those who forget to bring them back to class.

- I print out a color roster, then cut their pictures out and paste their ID photos on individual cards. I give these cards to them on the first day of class, and ask them to legibly write their name under the picture. I can then use them—ala card shark style— to call on individuals without any hint of favoritism.

Give the class a number of options to vote on regarding policies you're willing to be flexible about (late paper penalties, or eating in class, or what your phone policy will be). Make sure all the potential options are ones you can live with. It's also a good idea to check in on a policy whose reception you're curious about: if a lot of students are underwhelmed, you can discuss how to improve it.

Finally, do your very best to ensure class begins **and ends** on time. Considering how many classrooms don't have clocks (or clocks with the correct time), I recommend using a timer, either on your phone or one online. I set mine to ring at 47 minutes and then 50. I use those last 3 minutes to ask Teams to review what we spent the day working on, and to see if there are any last questions.

Official UNT Policy for Audit and Final Class Rolls

Excerpted from 2012 UNT TA Handbook

Directions for filling out audit rolls can be found at: http://essc.unt.edu/eis/docs/audit_roll_instructions_Full.pdf

You will receive an audit class roll near the beginning of the term. Follow the instructions exactly. The audit class roll must be checked very carefully and signed. A final class roll will also be issued after the audit class rolls.

Dropping Courses

Students who wish to drop a course before the 12th class day (the fourth class day of a summer term) may do so by visiting my.unt.edu **or visiting the Registrar's office. After the 12th class** day (or fourth class day of a summer term), students must first receive the written approval of the instructor prior to dropping a course. The grade of W will be recorded for any course dropped with the instructor's approval prior to the end of the sixth week of classes (summer term: 10 class sessions). After that time the student must have a passing grade in order to receive a grade of W for a dropped course; otherwise, the grade will be WF.

No student may drop a course after Tuesday of a given semester's 10th week (summer term, 15 class sessions).

Instructors may drop students with grades of WF from courses for nonattendance at any time after the completion of the sixth week of classes (summer term: 10 sessions) if they have advised students in writing of this policy.

Attendance Policies

Requiring Class Attendance

Responsibility for class attendance rests with the student at UNT. If a student's grades are to be based wholly or partially on attendance, then the instructor must notify the students in writing at the beginning of the semester.

An instructor who so informs students in writing about the necessity of class attendance may request the Registrar to drop any student from the course with a grade of F upon the accumulation of a stated number of absences. The instructor uses a form that may be obtained from the Registrar's office or from the department for this purpose.

If the instructor requests such a drop during the time period when the student is eligible to drop without penalty, the Registrar's Office will notify the student that he or she will receive an F unless the student initiates the drop procedure.

Authorized Absence

Absences due to participation in sponsored activities must be approved in advance by department chairs and academic deans. Within 3 days after the absence, students must obtain authorized absence cards from the Dean of Students for presentation to their instructors. Students with authorized absence cards may make up the work missed, when practicable, or be given special allowance so that they are not penalized for the absence.

Absences due to other causes, such as illness, emergency, death in the family, etc. are termed "excused" or "not excused" at the discretion of the instructor, but in accordance with applicable absence policies set by the department/division, school, college, or the course syllabus. Students should show proof that the absence was unavoidable, such as a physician's statement, accident report, obituary, etc.; and contact the instructor. (Note: The Student Health Center provides cards that verify the date and time of a student's visit. Hospitalized patients are given a form showing the inclusive dates of their hospitalization.)

Absence for Religious Holidays

In accordance with State law, students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence. Travel time required for religious observances shall also be excused. Only holidays or holy days observed by a religion whose place of worship is exempt from property taxation under Section 11.20 of the Tax Code may be included.

Grades and Grading In the system of grading employed in the University, the letters A, B, C, D, F, NP, I, W, and W Fare used. Letters other than A-F have the following significance:

W indicates a drop or withdrawal without penalty given prior to the end of the sixth week of classes (summer term, 10 class sessions) as designated in the Academic Calendar.

WF indicates a drop or withdrawal with a failing grade given after the sixth week of classes (summer term, 10 class sessions) as designated in the Academic Calendar. (See Dropping Classes.)

Incompletes are not assigned to First Year Writing Classes.

I (incomplete) is a non-punitive grade given only during the last one-fourth of the semester and only if a student is passing the course, has justifiable reason why work cannot be completed on schedule, and arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the electronic grade report. See electronic grade report for additional information.

The grade of I should only be given in extraordinary or unusual situations such as serious physical illness. If a student asks for an Incomplete, require a written request that states: the reason for the incomplete, what work will be completed, the date by which the work will be completed.

Grade Sheets

All student grades are submitted online. Grade Rosters are made available via https://my.unt.edu/and should be submitted by the deadline assigned by the UNT Registrar's Office. For detailed information on online grading procedures go to http://essc.unt.edu/eis/

Library Support

Carol Hargis is the English Dept. Liaison

   (940) 565-3980

   Carol.Hargis@unt.edu

   Willis Library

Mail

University Libraries
1155 Union Circle #305190
Denton , TX
76203-5017

Erin DeWitt Miller is the Head of Media Library. You can reserve a screening room, consult whether we have permissions to stream a video, etc.

   (940) 565-4832

   Erin.Miller@unt.edu

   Media Library

Click to Count

Why Click to Count?

Each year, library staff review the online journals we subscribe to in order to assess which ones to retain and which can be canceled. Usage data plays heavily into those decisions. This is how the library decides whether or not to continue subscribing to a journal. If you upload PDF copies of articles on your BB course instead of providing direct links, the usage data is not captured.

To ensure that every use of an article/journal gets counted, **please do not provide a copy of the article** in a PDF, Word Document, or other format. Instead, provide a **link to the article** on the website of the publisher or database.

PermaLinking Tips

Basically, you have to **CLICK to COUNT**. Articles that are clicked on register usage data. Uploaded copies of articles do not. Usage data plays a very large role in budgetary decisions for library resources.
By:
Collection Management

Technical Support

Classroom Support: if you're having problems with computers, overheads, etc.
940.565.2691
ClassroomSupport@unt.edu

UIT Help Desk: *University Information Technology* Sage Hall Suite 130
helpdek@unt.edu
940 565 2324
   Operational Hours:
   - Monday –Thursday: 8 a.m. – 12 a.m.
   - Friday: 8 a.m. – 8 p.m.
   - Saturday: 9 a.m. – 5 p.m.
   - Sunday: 12 p.m. –12 a.m.

If your students are unclear about lab locations & printing costs:

Printing information & guidelines

Computer Labs on campus

Locations	Room	Phone
Art Building (CVAD)	232	(940) 565-2470
Business Leadership Building (COB)	185, 190	(940) 565-2350
Chilton Hall (PACS & CMHT)	255	(940) 565-3460
General Academic Building (CAS)	330	(940) 565-2825
General Academic Building (CAS)	550	(940) 565-2825
Sage Hall (Adaptive)	153	(940) 565-3048
Discovery Park. (COI)	B205	(940) 565-2501
Matthews Hall (COE)	307, 309	(940) 565-4379
Music Building (MUSIC)	238	(940) 565-3765
Discovery Park (ENG)	B129	(940) 565-6733
Terrill Hall (CAS)	220	(940) 565-2825

| Willis Library | **Willis** | **(940) 565-2375** |
| Wooten Hall (CAS) | **120** | **(940) 565-2825** |

How does the print credit system work?
Each UNT student is given a virtual printing "credit" at the beginning of each semester they are enrolled. When printing at one of the UNT SCL labs, this virtual printing credit decreases based on the calculated cost of that print job. Virtual printing credits are reset back to the starting credit balance <u>when dorms open for the start of the next semester</u>.

CLEAR is the <u>Center for Learning Enhancement, Assessment, and Redesign</u>. They offer a variety of seminars throughout the year (pedagogical & technical), and also offer production services for your course. These include:

- Audio, Video & Photography Produciton
- Graphic Design & Illustration
- Interactive & Database Application Development
- Blackboard Course Development
- Audio/Video Equipment Checkout

<u>Heidi Ash is our CLEAR Instruction Consultant</u>
 (940) 369-7670 <u>Heidi.Ash@unt.edu</u>

Lauri Morrow (@ <u>CLEAR</u>) is an Instructional Consultant for Blackboard
(940) 369-8175 <u>Lauri.Morrow@unt.edu</u>

Jake McBee (@ <u>CLEAR</u>) can help if you want to learn how to use Study Mate
(940) 565-4167 <u>Jacob.McBee@unt.edu</u>

CLEAR help desk:
Email: <u>clearhelp@unt.edu</u>
 Phone: 940-369-7394
 In-person:
410 Avenue C
Chilton Hall 112
Denton, TX 76203 USA
Voice: 940.565.2708