

CMN 540 01/02:
Introduction to Civil Discourse [4 credits]
Fall 2025
In-person on Tuesdays and Thursdays 2:10-3:30 p.m.
Ham Smith 202

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Office Hours: Tues/Thurs 8:30-9:30 a.m., or contact me to make an appointment that fits your schedule.

This course fulfills a 500-level requirement for the Communication major in the areas of Rhetoric or LSI (if grade earned is a C- or better), however, there is no 400-level pre-requisite for this course.

Course Description & Objectives:

From our classrooms to our social media feeds, and our living rooms to our legislature, the vibrancy of our democracy hinges on how we talk about complex public issues, problems, and decisions that impact our communities. And yet, these conversations are often difficult and make it tough to work together productively. We will contemplate the question: *How do we talk about issues we are concerned about in ways that encourage more meaningful engagement?* We will examine civil discourse *in practice*, including the role it plays in our U.S. democracy and civic structure, the civility/uncivility of advocacy, activism and protest; the possibilities of public dialogue and deliberation as part of a participatory democracy; and the role of collaborative inquiry in addressing public problems. Using a case study about the first amendment and freedom of expression on campus for critical reflection, we will consider the complex dynamics of our civic landscape, the various mindsets necessary for engaging in civil discourse across these contexts, and the potential for cultivating more productive civil discourse around contentious issues in diverse contexts. Our primary objective will be to appraise the challenges and opportunities for fostering civil discourse in contemporary democratic discussion and decision-making in politics, organizations, on campus, and in our communities. We also will *practice* civil discourse, dialogue, deliberation, and collaborative inquiry, and consequently, this course is very discussion-focused with lots of partnered and small group work.

Course Learning Objectives:

- Prepare students to become thoughtful and proficient communicators, who are able to:
 - understand the value of civil discourse and why it is under-utilized in contemporary culture.
 - consider where and how “civility” matters in the civil discourse landscape, including which communication situations call for civic action, dialogue, deliberation, and/or collaboration.
 - adapt messages and coordinate communication while recognizing your own, and others’, diverse needs, interests, and values.
 - recognize the collaborative construction of meaning and its relationship to social change through examination of the power of language, positions vs. interests, and values in tension.
 - learn to analyze the need for civil discourse and potential civil discourse interventions by considering the role of stakeholders, context/situations, power structures, values/beliefs/norms, and social conditions.
 - build critical reflexivity necessary for engaging in civil discourse by actively participating in deliberative dialogues and developing capacities for active listening and responsive questioning.

Required Readings: All books are available via [the UNH bookstore](#) as e-books or print or through Amazon. Please order as soon as possible!

- *Dare to Speak: Defending Free Speech for All* by Suzanne Nossel. Harper Collins, 2020.

- *User's Guide to Democracy: How America Works* by Nick Capodice & Hannah McCarthy: Caledon Books, 2020 **OR** students may elect to complete a series of 16 micro-lessons on [Civics 101](#) from the Sandra Day O'Connor Institute for American Democracy. (info provided on Canvas)
- *If you can't afford these books, please let Professor Borda know and I will assist you.*

Course readings available on Canvas or online at the UNH Library:

- *Cancel Wars: How Universities Can Foster Free Speech, Promote Inclusion, and Renew Democracy* by Sigal R. Ben-Porath. The University of Chicago Press, Chicago, IL, 2023.
- *Sustaining Democracy: What We Owe to the Other Side* by Robert B. Talisse. Oxford University Press: New York, 2021. [Use this link to access](#)
- The remainder of the readings for the course will be linked in MyCourses on weekly to do lists in Modules.

Graded Assignments:

Course Contribution/Technology Policy	20%
Civil Discourse Journal	20%
Stakeholder Map (ungraded writing)	5%
Concern Collecting & Report	15%
Mapping the Civil Discourse Problem Paper	20%
Civil Discourse Intervention Presentation	20%

Grading Scale:

A	94.0-100%	C	74.0-76.9%
A-	90.0-93.9%	C-	70.0-73.9%
B+	87.0-89.9%	D +	67.0-69.9%
B	84.0-86.9%	D	64.0-66.9%
B-	80.0-83.9%	D -	60.0-63.9%
C+	77.0-79.9%	F	0-59.9%

TOTAL **100%**

Unexpected Course Cancellations:

Please get in the habit of quickly checking your e-mail before you leave for class each day. Winter weather can be unpredictable and if UNH issues a curtailment/delay/early release, we will not hold in-person activities for our safety and the safety of others. I may put material for that day online and ask that you do some work asynchronously (on your own) if we can't afford to shift the class schedule, but I will do my best to honor the snow day. I also live west of campus, often across the rain/snow line, so there may be times when I need to cancel due to my own dicey commute or loss of power. I will e-mail through Canvas the night before (when possible) or by noon on the day of class if we will not meet in person that day, as well as info about any assignment due dates, any make-up work, and (*if applicable*) any online options that may make sense depending on where we are in the course. Please make sure you have access to the UNH Alert RAVE system. If needed, sign up for RAVE Alerts [here](#).

E-Mail Communication:

I welcome your e-mail correspondence, but you likely will receive a prompt response from me **ONLY** during regular business hours: Monday through Friday 8:30 a.m. to 4:30 p.m. I **MAY** respond when I'm available in the evenings and on weekends, but do not expect that I will be checking e-mail as often during these times. Also, if you have a pressing issue (particularly related to grades or assignments), I recommend that you see me in person during office hours. I will not discuss grades or test scores via e-mail due to their sensitive nature.

Workload Expectations and Course Assignments:

Weekly modules in Canvas will include assigned readings, links to short videos, podcasts, and expert talks. **As a 4-credit course, students are expected to spend 12 hours per week engaging with course assignments, including time spent in class.** See individual assignments for recommended time allotments. For more information, please see: [Pp111_Policy_On_Credits-And-Degrees.pdf \(neche.org\)](#).

More detailed guidelines for each of these assignments may be found on Canvas.

- **Course Contribution--Individual (20%):** A primary expectation for this class is that you are *present and engaged* in class so you can benefit from interaction with course content AND other students' contributions to the in-class discussion to practice and reflect on the processes of civil discourse, dialogue, deliberation, and collaboration. To do this, students must have completed all assigned course readings before class, as well as completed the assigned online Civil Discourse Journal entries based on weekly readings. [2 ½ hours per week attendance in class]
 - **Engagement:** Your enrollment in this class means you are expected to engage in class discussions by actively listening, contributing insights and/or responding to the comments of others. Arriving late to class, texting, leaving during class (excessive bathroom breaks), packing up early, engaging in private conversations with other students (including via chat), and any other class disruption will not be tolerated, and you will be asked to leave.
 - **Attendance is expected in this class**, and it is essential for your success. As a class in civil discourse, this class combines presentation of material by the professor, interactive group discussions, and experiential learning. It is ultimately your responsibility to keep up with all course expectations if you miss class, though interactive discussions are where much of the learning happens and can't be made up for if you miss class. **Students who miss 3 classes (more than 10% of the semester) will receive a 30% deduction in their Course Contribution grade (the difference between an A and an A-) and will lose another 20% for each subsequent absence.**
 - **Group Work:** Most assignments in this class will be completed in groups. At the end of the semester, each student will submit an evaluation form to rate their group members' participation. Your performance as a group member can either raise or lower your class contribution grade.
 - **Group Writing:** Students will work in small groups (3-4 students) throughout the semester on an assignment that involves researching, naming, and framing a public problem at UNH that impacts students and/or faculty, staff and the greater Durham community.
 - **Technology Policy:** Laptop and smart phone usage, including text messaging and social media, is not permitted in this class unless specified with an accommodations request. I expect these devices to be out of sight unless I offer permission for them to be out. If you know you will need to be available by phone or text due to a personal situation, let me know at the beginning of class. **Those in violation of the technology policy will automatically receive a 10% deduction from their Course Contribution grade for each violation.**
- **Civil Discourse Journal (Submitted Online)—Individual (20%):** As Public Policy and Civil Discourse Professor Phil Barnes (University of Delaware) notes, "The deeper you venture into the intricacies of civil discourse theory and practice, and the more critically you examine policy issues, including your own understanding of them, the better you will perform. The capacities you will develop in this course will not only serve you well here but will become a real asset in your professional and civic life. Learn to dive deep." This journal is your opportunity to go beyond wading (looking for a passing grade), and snorkeling (curious, but hesitant), to take that deeper dive into the complexities of public problems and respectful dialogue across differences. **Discussion prompts for your journal are in the Class Notebook created in OneNote for our class and due dates are listed in weekly To Do Modules in Canvas.** Twice weekly prompts will engage your understanding, engagement, and application of the assigned readings through either in-class activities or individual submissions on your own. I may read through journals periodically to give the class general feedback, however, final grades will not be submitted until the end of the semester. [6 1/2 hours per week of assigned readings and reflective writing]

Group Assignments [2 ½-5 hours per week outside of class, some weeks more hours closer to when assignments are due]:

- **Stakeholder Mapping---Groups (5% complete/incomplete grade):** According to the Collaborative Communication scholar, Lori Britt, and the Interactivity Foundation (IF), “Stakeholder mapping helps participants think deeply and methodically about who has a stake in the conversation and should be included at the table.” Groups will use IF’s Identifying Stakeholders worksheet to determine who should be part of the conversation regarding the problem in need of civil discourse you have chosen. This is an ungraded assignment (marked complete/incomplete), however, it is an important foundation for the next three assignments.
- **Concern Collecting Session and Report---Groups (15%):** Groups will gather stakeholders and community members and facilitate a listening and learning session in which participants share their concerns about the problem in need of civil discourse chosen by the group. Groups are responsible for planning the session, picking a time and location, and recruiting participants. Concern collecting sessions will be held during the last week of September. Groups will submit a report to summarize what information was exchanged and what they learned about how the community regards this problem. Groups may choose to use AI for this assignment and Professor Borda will provide guidance on how to do so.
- **Mapping the Civil Discourse Problem Paper—Groups (20%):** *How* we talk about an issue also determines *what* we talk about, and whether the way we are talking is most productive for that issue. Most issues are not named in public terms—they often don’t reflect how ordinary people think about the issue. This paper, written as a group, will name and frame the problem you have identified in public terms so that you may begin thinking about what kind of civil discourse intervention would be needed to help address or resolve the issue as a community.
- **Civil Discourse Intervention Presentation—Groups (20%):** This 15-minute presentation to the class will address the problem in need of civil discourse that is the focus of your group’s previous assignments, however, this presentation primarily will focus on a possible civil discourse intervention that would allow for collective action, increased understanding, productive decision-making and/or collaborative problem-solving related to the issue your group has identified.

Attendance Policy:

Since 20% of your final grade (Course Contribution) requires your presence in class, even a few absences will negatively impact your grade. I will keep track of your presence/contributions to class (please do not e-mail me regarding excused/unexcused absences). It is ultimately your responsibility to keep up with all course expectations if you miss class, though our discussions and analysis of the examples I bring into class are where much of the learning happens and can’t be made up for if you miss class.

- **If students are repeatedly missing class and exceed 3 or more absences in a row or 5 absences total, the student will be required to produce an updated accommodations letter from the Dean of Students if applicable; meet with me to discuss whether you can remain in the course; and you will be reported to the COLA Associate Dean.**
- **Students who fail to attend the first day of class will be dropped from the course per Communication Department policy to allow students on the waiting list to join the class.**
- Please also review the [UNH Attendance Policy](#).
- Incompletes will only be an option for those who missed assignments in the last 3 weeks of the semester due to unforeseen personal or medical events. Students with extended absences (more than two weeks) in the first 12 weeks of the semester will need to take an Academic Failure for the course. If you find yourself in this situation, please contact Professor Borda and the Dean of Students ASAP.

Classroom Learning Environment and Civil Discourse:

Active, thoughtful, and respectful participation will make our time together as productive and engaging as possible, especially in a course that attends to pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest, authentic, and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner *is encouraged*. Hostility and disrespectful behavior directed towards others *are not acceptable*. At the beginning of the course, we will talk about more specific ‘conversational agreements’ to guide our interactions. This will include keeping confidential all issues of a personal or professional nature that are discussed in class.

In this class, our emphasis will be on engaging in the mutual exploration of ideas and issues as presented in the course readings in ways that build our capacities for critical thinking, rather than in defending points of view we have formed outside the classroom. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination to engage our texts, our classmates, and our own ideas and experiences. Thus, an important aim of our course will be for us to increase our abilities to have the difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or position. In other words, *Introduction to Civil Discourse* is an opportunity for you to practice engaging in civil discourse.

Reading and Writing:

Course readings are integral to learning by introducing key ideas and concepts that can scaffold understanding and knowledge creation. Class sessions are not intended to parrot the readings, but rather introduce you to additional learning materials, encourage discussion about the ideas, and apply concepts through activities. Research has shown that students gain critical thinking skills when they read at least 40 pages per week, per course. Thus, I expect you to have engaged with the readings prior to coming to class. I recognize that you may not fully understand and/or you may have to struggle through reading about complex ideas at times. However, this is not an excuse for not coming to class with critical insights and/or questions. Your Civil Discourse Journal is a great place to explore ideas from the readings, ask questions (if you don’t understand), demonstrate curiosity, and connect to class discussions, real-world examples or experiences from your own life.

Academic Integrity: Plagiarism is the presentation of someone else’s ideas as your own. I expect that you will write your own papers and properly cite ideas, information, and all wording not your own both in papers and journal entries (including from sources such as Wikipedia). The use of Automated Writing Tools, including ChatGPT and similar artificial intelligence (AI) tools, can be productive in certain contexts. **This course is not one of them.** Engaging in civil discourse requires curiosity, intellectual humility, authenticity, and vulnerability. Therefore, use of AI to write papers is strictly prohibited in this course, even when properly attributed, unless noted in the assignment guidelines on Canvas. Papers downloaded from the internet or written wholly with the assistance of AI (e.g. ChatGPT) will receive an automatic ZERO in this class. The use of automated writing tools is considered plagiarism (as defined by SRRR 9.3) and will be handled in accordance with existing policy. **Submission of work for another course also is a violation of academic conduct.** If I find evidence of such examples of cheating and/or plagiarism, you definitely will fail the assignment, you may very well fail the course, and you will incur whichever University actions are deemed necessary. Please familiarize yourself with UNH’s policies and complete the plagiarism tutorial at: [Plagiarism Tutorial](#) Also, see the [University Academic Honesty policy page 31](#).

Early Alert Progress Reports:

The University is invested in your academic success, and myWildcatSuccess is a tool to help you, your faculty, and your advisors communicate. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert -- particularly around Week 5 (Feb. 19 - Feb 25). Academic alerts **are not** punitive. The goal is to provide you with support and resources to support your success. If you receive an academic alert, you will receive an email to your UNH email address from my name in the format <Instructor Name> [Notification@GradesFirst.com] on behalf of <Instructor Name>. Alternately, find your Progress Reports under the Reports tab in myWildcatSuccess. To get to

myWildcatSuccess, search for it under Tools in the portal my.usnh.edu and save it to Shortcuts. The email will contain the concern and campus resource links to help you address the concern before it becomes a problem. Please meet with me or your advisor about the concern. The purpose of these alerts is to encourage you to visit the campus resources you need early on so that you can get back on track for a successful semester.

Civil Discourse Lab:

If you are taking this course, you may find that getting more involved with the Civil Discourse Lab (CDL) will be a great way to enhance what you are learning in this class, and allow you to further develop your facilitation, dialogue, and deliberation skills. This class is great preparation for students interested in taking the two-credit CMN 675/676 Civil Discourse Lab course offered in Fall and Spring, and which can be taken in sequence (Spring/Fall or Fall/Spring) for four credits total. If you complete both semesters, those classes will count as part of the Communication major if taken all year). Please see me if you are interested as we will be looking for student leaders in that class this Spring. The mission of the Civil Discourse Lab is to: strengthen the ability of students and community members to conduct meaningful conversations, collaborate, and weigh decisions around sometimes difficult but important topics to a civil society through research, experiential learning, and praxis. The CDL is a partnership with Communication faculty and students across UNH. See [The Civil Discourse Lab](#) for more information.

Schedule of Meetings, Readings, and Assignments:

You can see the full course schedule in the chart below; however, this plan may change over the course of the semester, so you should always consult the MyCourses Modules for a Weekly To Do List.

Complete These Readings Before Class	On This Date	So We Can Discuss These Topics	And You Can Complete These Assignments (in or out of class)
"The Relevance of Civil Discourse" Power Point	Tuesday, Aug. 26	Getting to know one another through conversation; What is civil discourse?	Syllabus Scavenger Hunt; upload your intro of yourself to the Meet and Greet Discussion in MyCourses; Complete Journal Entry #1 (see Weekly To Do's in Canvas Modules for Journal Assignments).
PART 1: Obstacles to and the Need for Civil Discourse			
Turtle, "The Flight from Conversation;" Thompson, "The Anti-social Century"	Thursday, Aug. 28	The flight from conversation and self-imposed solitude	
Camp, "I Came to College Eager to Debate;" Miller, "What College Students Really Think;" Haidt, "Yes, Social Media Really Is Undermining Democracy;" <i>New York Times</i> Editorial Board, "America Has a Free Speech Problem"	Tuesday, Sept. 2	Cancel culture, self-censorship, and the role of "civility" in civil discourse "3 Ways to Practice Civility"	Workshop Classroom Ground Rules and do a Concern Collecting fishbowl on issues students are concerned about in class
McCoy "Extreme Political Polarization;" Achenbach, "Science is Revealing Why;" Ripley, "Why We Split the World;"	Thursday, Sept. 4	Polarization, division, and the inability or fear of talking across differences	Group project topics survey done in class and share results so students can begin to choose topics

Carcasson, “Why Process Matters;” <i>A User’s Guide to Democracy</i> , pp. 207-230.			
PART 2: The Problems of Democracy			
Talisse, Chapter 1 (pp. 20-34); Klutsey, "Living Together with Deep Divides" Thinking About <i>A User’s Guide to Democracy</i> pp. 231-265	Tuesday, Sept. 9	The civil discourse landscape	Workshop group topics in class from list provided; groups post to Problem in Need of Civil Discourse Group Topic discussion on Canvas by midnight
Talisse, Ch. 2 (pp.42-67); <i>A User’s Guide to Democracy</i> pp. 105-134	Thursday, Sept. 11	The (small d) democrats’ dilemma: Democracy as a society of equals Robert Talisse "Why We Need Political Enemies"	Review Stakeholder Assignment Lori Britt on Developing an Awareness of Stakeholders
Talisse Ch. 2 (pp.68-91); Weiner, “The Real Antidote;” <i>A User’s Guide to Democracy</i> pp. 134-147	Tuesday, Sept. 16	Dealing with disagreements personally and politically: Three sites of polarization Examining How U.S. Politics Became Intertwined with Personal Identity	Workshop Stakeholder Map in groups and post to Canvas by midnight
PART 3: The Civil Discourse Landscape: The Advocacy/Adversarial Mindset of Protest & Activism			
Best, “Civility and Social Protest;” Newkirk, “Protest Isn’t Civil;” Astor, “Why Protest Movements;” <i>A User’s Guide to Democracy</i> 151-202	Thursday, Sept. 18	What is “civil” about civil disobedience and civil rights? Equity, equality and democratic ideals	Review Stakeholder Maps in class together; Groups choose day/time for Concern Collecting session and write and send e-mails to stakeholders.
Brooks, “Choose the Activism that Won’t Make You Miserable.” Bennett, “What if instead of calling people out;” <i>A User’s Guide to Democracy</i> ; 307-325	Tuesday, Sept. 23	The pitfalls of protest: Binary thinking, adversaries, and calling out	Groups have time in class to recruit for Concern Collecting and discuss roles and process
Binder & Kidder, Ch. 6 (pp. 115-143); Facilitation Videos: What do facilitators do? Public Conversations Project/Essential Partners	Thursday, Sept. 25	The politics of campus speech: NPR's Consider This: The Fight Over Free Speech on College Campuses	Concern Collecting fishbowl on freedom of speech on college campuses; students invited to participate in Faculty Senate CDL conversation on Discovery revisions

Series on Dialogue and Facilitation			
NASPA Free Speech and the Inclusive Campus issue guide; <i>A User's Guide to Democracy</i> 216-240 and 88-101.	Tuesday, Sept. 30	Free Speech and the Inclusive Campus interactive small group dialogue in class	Concern Collecting sessions held this week
<i>A User's Guide to Democracy</i> ; 3-32	Thursday, Oct. 2	No class today so students run Concern Collecting Sessions	Concern Collecting sessions held this week
PART 4: The Civil Discourse Landscape: The Inquiry Mindset of Public Dialogue			
Escobar, pp. 8-33	Tuesday, Oct. 7	Preparation for dialogue	
Nossel, pp. 13-39	Thursday, Oct. 9	How/why language matters Purple: America, We Need to Talk	Concern Collecting Report due—and share findings in class
Nossel, pp. 41-72	Tuesday, Oct. 14	Empathy, storytelling, and difficult conversations	
Nossel, pp. 73-130	Thursday, Oct. 16	Dialogue and conflict	
Escobar, pp. 34-45; Ben-Porath, pp. 7-25	Tuesday, Oct. 21	Polarization, dialogue, and deliberation	Workshop Mapping the Civil Discourse Problem Essay
PART 5: The Civil Discourse Landscape: The Civic Reasoning Mindset of Public Deliberation			
Ben-Porath, pp. 26-58	Thursday, Oct. 23	Mapping the problem in need of civil discourse Martin Carcasson Wicked Problems Wise Cities	Workshopping Mapping the Civil Discourse Problem Essay
Ben-Porath, pp. 59-72; Redstone, “The Certainty Trap”	Tuesday, Oct. 28	Mapping the Civil Discourse Problem of Free Speech and Campus Inclusion: Civil discourse and belonging	
Ben-Porath, pp. 72-91; “Free Speech and Inclusion: How College Students Are Navigating Shifting Speech Norms” pp. 21-53	Thursday, Oct. 30	Mapping the Civil Discourse Problem of Free Speech and Campus Inclusion: Civility, civic trust, and the common good College Campuses Become Focus of Debate Over What Constitutes Free Speech	
PART 6: The Civil Discourse Landscape: The Problem-Solving Mindset of Collaboration			
Ben-Porath, pp. 111-152;	Tuesday, Nov. 4	Free speech and universities’ civic role	Mapping the Civil Discourse Problem essay due at midnight Guest Speaker: Alexis Pinero-Benson, Director of Community Standards at UNH

			Students invited to CDL CIRCLE event tomorrow
Ripley, “Complicating the Narrative;” “Free Speech and Inclusion: How College Students Are Navigating Shifting Speech Norms” pp. 53-79	Thursday, Nov. 6	Policies and Practices: Understanding the stakeholders and stakes in debates over free expression, protest, pluralism, and civic dialogue at UNH	Review Civil Discourse Intervention presentation assignment in class
NO CLASS Tuesday, Nov. 11 Veteran’s Day Holiday			
Escobar, pp. 58-61;	Thursday, Nov. 13	What is collaboration and what is the role of collaboration in civil discourse?	Workshopping Civil Discourse Interventions presentation in class
<i>A User’s Guide to Democracy</i> pp. 33-87	Tuesday, Nov. 18		Civil Discourse Intervention Presentations
	Thursday, Nov. 20		Civil Discourse Intervention Presentations
	Tuesday, Nov. 25		Civil Discourse Intervention Presentations
NO CLASS Thursday, Nov. 27 Thanksgiving			
Levine “Does the Civic Renewal Movement Have a Future?”	Tuesday, Dec. 2	Make-up Presentations; Revisiting the Civil Discourse Landscape	Submit Course Evaluations Final Class Reflections Due Today
	Thursday, Dec. 4	Class Reflections and Civil Discourse for Career Readiness	Final Civil Discourse Journal Entry due today

Student Support Resources

UNH provides several ways to get academic and technical support with learning. For academic support available to UNH students see this [directory](#) of services and centers. This [article](#) has information to help you get technical support on items like submitting assignments, accessing software, and taking quizzes or exams including contacts for personalized assistance. The Center for Academic Resources (CFAR) is where students go to improve their study skills, time management, and understanding of UNH’s academic culture. Our [professional educational counselors](#) and [peer academic mentors](#) work within students’ course materials to demonstrate best practices for learning concepts and preparing for exams. Find an appointment with an academic mentor of your choice on the CFAR calendar at <https://unh.mywconline.com>. To talk with a [professional educational counselor](#), email us at unh.cfar@unh.edu; use Chat Live on our website at <https://www.unh.edu/cfar>; or stop by **Smith Hall Second floor, Monday-Friday from 8:00-4:30**. The CFAR website also has a large selection of [study tips and tools](#) and [STEM videos](#).

Student Accessibility Services: According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a learning issue that requires accommodations, please contact Student Accessibility Services (SAS) at **227 Smith Hall** or sas.office@unh.edu. Accommodation letters are created by SAS with the student. **Please follow-up with your instructor as soon as**

possible to ensure timely implementation of the identified accommodations in the letter. It is your responsibility to inform the instructor of any accommodations necessary **before** any assignments are due; faculty have an obligation to respond once they receive official notice from SAS, but are under no obligation to provide retroactive accommodations.

Emotional & Behavioral/Mental Health Issues: Your academic success in this course is very important to me. If, during the semester, you find emotional or behavioral/mental health issues (anxiety, depression, stress-related ailments, psychological or emotional distress, addiction) are affecting that success, please let me know if you feel comfortable doing so. If you find you are experiencing emotional or mental health issues, please also contact the University's [UNH PACS](#) (3rd floor, Smith Hall; 603-862-2090) which provides counseling appointments and other mental health services. If urgent, students may call PACS M-F, 8 a.m.-5 p.m., and schedule an Urgent Same-Day Appointment (also available virtually).

Confidentiality and Mandatory Reporting: The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) (Bo Zarycky, Bo.Zarycky@unh.edu, 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact SHARPP (Sexual Harassment & Rape Prevention Program) at (603) 862-7233/TTY (800) 735-2964. For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#).

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or visit the CREO website. Anonymous reports may be submitted.

Behavior Intervention Team (BIT) – Durham provides assistance to the UNH community when a student's behavior suggests harm to self or others, makes referrals to appropriate resources and recommends appropriate actions to the Dean of Students when needed (<https://www.unh.edu/dean-of-students/getting-help/behavioral-intervention-team>). More information can be provided by calling the Dean of Students at 603-862-2053. Please know that the associate dean of a student's college is also a helpful resource. We work as close partners in concerning student cases.