



SYLLABUS

PSYC 1113 General Psychology Fall 2016

Instructor: Dr. Logan A. Yelderma
Section # and CRN: P02 10550
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Email Address: layelderma@pvamu.edu
Office Hours: MW 3:30pm-5:00pm; T/TR 11:00a-12:00pm; 2:00pm-4:00pm or by appointment
Mode of Instruction: In Class – Face to Face

Course Location: Agriculture and Business Building, Room 120
Class Days & Times: Tuesdays and Thursdays 9:30am - 10:50am
Catalog Description: Introduction to fundamental psychological concepts derived from the application of scientific method to the study of behavior.

Prerequisites: None
Co-requisites: None

Required Texts: King, L. A. (2016). *Experiencing psychology* (2nd edition). New York: McGraw-Hill. ISBN:0078035341 / 9780078035340

Recommended Texts:

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Gain theoretical knowledge. Students will learn and reflect on a variety of major issues and theories in general psychology.	1	Critical Thinking
2	Learn specific psychological processes. Students will learn and understand the basic psychological processes and topics such as biology of the brain and nervous system, research methods, learning, memory, social factors, personality, disorders and therapy, sensation, perception, and emotion.	1	Critical Thinking
3	Apply Psychology. Students will learn to apply psychological research and theories to their everyday lives.	1,2	Critical Thinking/ Communication
4	Understand Research Methods. Students will learn how to use basic methods to study psychological topics.	3	Empirical/ Quantitative Skills
5	Engage through Social Integration. Students will better understand psychological processes and human behavior from a more comprehensive perspective and within a broader social context so that they might better understand individuals with whom they come into contact.	6	Social Responsibility

Major Course Requirements

The goal of this course is to acquire knowledge to effectively understand the underlying physiological processes related to behavior and mental development.

Method of Determining Final Course Grade

Course Grade Requirement	Value	Percentage
1) Test 1	100 pts	15%
2) Test 2 (midterm)	100 pts	15%
3) Test 3	100 pts	15%
4) Test 4 (final)	100 pts	15%
5) Homework	100 pts	10%
6) Research Credits	N/A	10%
7) Research Paper First Draft	100 pts	5%
8) Research Paper Final Draft	100 pts	10%
8) Attendance	100 pts	5%
Total:		100%

Grading Criteria and Conversion:

A = 90% - 100%

B = 80% - 89.99%

C = 70% - 79.99%

D = 60% - 69.99%

F = 0% - 59.99%

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement

Description

Tests

All tests will utilize multiple choice questions. Tests will consist of 50 questions and will cover material presented in the book and/or in lecture. There will be 4 tests, which includes the final exam. The final exam will cover the last section only and will not be comprehensive. Each test is worth 15% of the final grade; therefore, together, tests are worth 60% of the final grade in total. Make-up exams will not be given for students who miss class on exam day without a University approved excused absence which must be approved by the Dr. Logan at least a week before the exam.

Homework

Students will be assigned homework on McGraw Hill's LearnSmart online connect program. The final homework grade will represent the average grade across all homework assignments and constitute 15% of the students' final grade. Homework will be due by the beginning of class that day. To register for the course online go to: <https://connect.mheducation.com/class/l-yelderman-psyc-1113-p02---10550> You will need a code to register. This code is either available with the purchase of a new book or available to purchase by itself (approx. \$50.00).

Article Summary

As an alternative assignment to the research credits, students will be expected to summarize an article. Each summary should explain the psychological theory used by the researchers, the hypotheses (or research question), a detailed description of the methods, the findings (results), and an interpretation/ understanding of the findings. These are due by 11:59pm on the same due date for the research credits, Thursday, November 17th.

The grading rubric for the assignment is as follows:

Identified Theory = 15 pts
Identified Hypothesis/Research Question = 15 points
Detailed Description of the Study Design and Procedures = 25 pts
Description of the Results = 25 points
<u>Interpretation of Results and Implications of the Findings = 20 points</u>
Total = 100 pts

Attendance

Attendance is taken every class period. Everybody starts off with perfect attendance and a grade of a 100. For each absence beyond 3 absences, 10 points will be deducted from the final attendance grade. Attendance will constitute 5% of the student's final grade.

Research Paper

Each student will be asked to write a research paper for class. Each research paper will be based on a topic chosen by the student and approved by the instructor. There are two deadlines for the research paper, the first draft and the final draft. The first draft is expected to be a complete draft of great quality. The purpose of the first draft is to allow the instructor to provide feedback and for the student to incorporate the feedback in the final draft. Each student is expected to touch base with the instructor either through email or in a meeting in order to choose a topic. The research paper is to be a literature review of a psychology topic that summarizes relevant literature and proposes future research ideas. The summary and interpretation of research along with the proposal of new research are the main components of the paper. The length requirement of the research paper will be 3-4 pages long (not including the title page or the references page. Longer research papers are allowed; however, shorter research papers are not. All research papers are to be written in Times New Roman 12 pt. font, double-spaced, with 1" margins all the way around. A complete works cited (reference section) should accompany the paper as well. This section is not counted in the length requirement. All papers are to be written in APA writing format. Please see www.apastyle.org for any questions regarding APA format.

The grading rubric for the assignment is as follows:

APA formatted title page = 5 pts
APA formatted references page = 5 pts
APA formatting for entire paper = 5 pts
Spelling, grammar, punctuation = 15 pts
Organization of paper and proper section titles = 10 pts
Content of literature review = 30 pts
Interpretation of research = 10 pts
<u>Implications of research and proposed future research = 20 pts</u>
Total = 100 pts

Research Credit

You will be able to acquire extra credit by participating in research through ResearchView's participation SONA program. SONA will be awarded 2 points per credit. SONA study psychology credits and these points will be added to your highest grade. Descriptions of the experiments and lists of time slots available are on the psychology experiment website. To participate in research projects that are available to students under the program, you must first complete the research projects described in their classes. This participation is a graded assignment and will be worth 10% of your final grade. Sign up for research credits online at the link available on the Courses or go to <http://pyamu.sbha-systems.com/>. On eCourses, students also will find documents to assist them with navigating the online system and research requirement. You can log in and see descriptions of the experiments and times available, and you may sign up for open times. Please make a note of when and where the study is to take place. Students who fail to show up for a study at the agreed-upon time may be penalized a credit. You may also come back to check on the title and where you are without parental consent and probably will need to complete the alternative assignment (described below). You are allowed to sign-up for and complete up to 3 credits for a total of 10 points of extra credit applied to a test grade. All extra credit is due on the date of the third exam (Tuesday, November 1st). If you participate in research in other classes, you cannot use those same credits toward this class. **GET THESE 4 CREDITS FINISHED EARLY!** I cannot stress this enough. Do NOT wait until the last minute because there may be too few experiments offering credits! Don't take the risk.

Some important notes about research participation:

1. It is essential that students sign up only for studies for which they are eligible. There are a variety of experiments from which to choose. Students should deliberately pick

- ones that sound interesting to them and that fit their schedules. It is not acceptable to miss a class due to participation in an experiment.
2. When students sign up for a study, they should be sure to take note of this important information:
 - a. The researcher's name and phone number or e-mail address;
 - b. The building, room number, date, and time of the experiment
 3. Students will be given a receipt for participation (called a Credit Slip). This receipt should be kept safely! If there is any discrepancy regarding research participation between the student's records and the department's records, it is the student's responsibility to reconcile the matter with proof of study participation, i.e., the Credit Slip. Evidence of students' research participation should also be posted on SONA; however, students should contact the researcher who serves as the PI of the study if they did not receive credit after participating in the study for 48 hours.

Research Alternative (Method B)

If students do not wish to participate in research, they can complete an alternative assignment. On eCourses, there is a list of articles. Reading one article and writing a 1 page summary of the article is worth 1 research credit. Students can read as many articles/write papers according to credits needed. (For example, if a student only wanted to write papers, s/he would need to submit 4 papers to fulfill the 4 credit requirement). Students can choose whichever articles seem most interesting to them. Papers can be submitted hard copy or e-mailed them to me. If students e-mail their papers to me, please type "Research Requirement Paper" in the subject line. More information about the papers (including paper guidelines and how to access articles) can be found on our eCourses site in the "Research Requirement" folder.

NOTE: Students can do any combination of research participation/research alternative papers to meet the 4 credit requirement. For example, the requirement could be fulfilled by completing 3 hours of experiments (equivalent to 3 credits) and writing 1 paper (equivalent to 1 credit) for a total of 4 credits. Again, students should be sure to complete all 4 credits or risk a major grade reduction of 10 grade points for their course.

DEADLINE FOR RESEARCH PARTICIPATION/RESEARCH ALTERNATIVE IS THURSDAY, NOVEMBER 17th AT 11:59 P.M.

ALL ASSIGNMENTS MUST BE TURNED IN USING ONE OF THE FOLLOWING FORMATS: .rtf, .doc, .docx, .pdf. THE FOLLOWING FORMATS ARE NOT ACCEPTABLE: .googledocs, .gdocs, .pages. IF YOU TURN IN AN ASSIGNMENT USING AN INCORRECT FORMAT, IT WILL NOT BE GRADED UNTIL YOU TURN IT IN USING THE RIGHT FORMAT. LATE WORK POLICY APPLIES TO ASSIGNMENTS IN THE WRONG FORMATS.

Course Procedures or Additional Instructor Policies

Taskstream – Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

UG3P – Please note that all students will be required to complete both objective and written sections of the UG3P, an instrument designed to meet the core curriculum standards of critical thinking, communication skills, empirical and quantitative skills, and social responsibility as specified by the Texas Higher Education Coordinating Board (THECB). The UG3P will be made available near the beginning and at the end of the semester, once all instruction has been completed. Students are required to take the UG3P each time that it is given. There will be a time limit for completing the test, both at the beginning of the semester and at the end of the semester. Although content of the UG3P will be addressed during the course of the semester, scores received on the instrument will, at no time, count toward a grade for the course.

Course Objective

Core Curriculum Objective

Students will be able to identify and articulate many of the basic tenets and principles of general psychology.	Communication
In an informed and effective manner, students will be able to differentiate and discuss such key aspects of the human condition as learning, memory, and basic biopsychosocial functions.	Critical Thinking
Students will be able to demonstrate an understanding of descriptive, correlational, and experimental research methodologies.	Empirical and Quantitative Skills
Students will be able to articulate knowledge of the leading models of altruistic behavior, and discuss various ways in which self and others stand to benefit from prosocial interaction.	Social Responsibility

Late Work Policy

All due dates are final. Assignments are considered late if they are not turned in by the due time and time specified in the assignment description. Each 24 hour period after the deadline is equivalent to a late day. If the assignment is late, 10 points will be deducted from the final grade for each day the assignment is late.

Exam Make-Up Policy

Exams must be taken by their scheduled date. Late exams will not be given unless there is a documented emergency that has prevented you from taking it during the scheduled timeframe. If you have a previous commitment that conflicts with an exam date, you must make arrangements with me to take the exam early. Late exams will only be given in emergency situations, and the emergency must be documented (hospital/doctor's note; traffic ticket with date and time; hospital certificate of baby born).

Semester Calendar and Course Schedule

Week One

Introduction and Psychology

Assignments Due

Tuesday August 23

Chapter 1 – The Science of Psychology;
Introductory Exercise assigned

None (No homework for Chapter 1)

Thursday August 25

Chapter 2 – The Brain and Behavior

Introductory Exercise due

Week Two

Biology of Behavior

Assignments Due

Tuesday August 30

Chapter 2 – The Brain and Behavior

None

Thursday September 1

Chapter 3 – Sensation and Perception

Chapter 2 Homework due

Week Three

Biopsychology Research Methods

Assignments Due

Tuesday September 6

Chapter 3 – Sensation and Perception

None

Thursday September 8

Chapter 4 – States of Consciousness

Chapter 3 Homework due

Week Four

Drugs and Addiction

Assignments Due

Tuesday September 13	Test 1 – Chapters 1-4	None
Thursday September 15	Chapter 5 – Learning	Chapter 4 Homework due
<u>Week Five</u>	<u>Motivation and Regulation</u>	<u>Assignments Due</u>
Tuesday September 20	Chapter 5 – Learning	None
Thursday September 22	Chapter 6 – Memory	Chapter 5 Homework due
<u>Week Six</u>	<u>Sex, Gender, Emotion, and Health</u>	<u>Assignments Due</u>
Tuesday September 27	Chapter 6 – Memory	None
Thursday September 29	Chapter 7 – Thinking, Intelligence, and Language	Chapter 6 Homework due
<u>Week Seven</u>	<u>Emotion and Health</u>	<u>Assignments Due</u>
Tuesday October 4	Chapter 7 – Thinking, Intelligence, and Language	None
Thursday October 6	Chapter 8 – Human Development	Chapter 7 Homework due
<u>Week Eight</u>	<u>Hearing and Language</u>	<u>Assignments Due</u>
Tuesday October 11	Chapter 8 – Human Development	None
Thursday October 13	Test 2 – Chapters 5-8	Chapter 8 Homework due
<u>Week Nine</u>	<u>Vision</u>	<u>Assignments Due</u>
Tuesday October 18	Chapter 9 – Motivation and Emotion	None
Thursday October 20	Chapter 9 – Motivation and Emotion	Chapter 9 Homework due
<u>Week Ten</u>	<u>Sense and Movement</u>	<u>Assignments Due</u>
Tuesday October 25	Chapter 10 – Personality	<u>Research Paper First Draft Due</u>
Thursday October 27	Chapter 10 – Personality	Chapter 10 Homework due
<u>Week Eleven</u>	<u>Learning and Memory</u>	<u>Assignments Due</u>
Tuesday November 1	Chapter 11 – Social Psychology	None
Thursday November 3	Chapter 11 – Social Psychology	Chapter 11 Homework due
<u>Week Twelve</u>	<u>Intelligence</u>	<u>Assignments Due</u>
Tuesday November 8	Test 3 – Chapters 9-11	None
Thursday November 10	Chapter 12 – Psychological Disorders	None
<u>Week Thirteen</u>	<u>Cognitive Functioning</u>	<u>Assignments Due</u>

Tuesday November 15	Chapter 12 – Psychological Disorders	Chapter 12 Homework due
Thursday November 17	Chapter 12 – Psychological Disorders; Chapter 13 – Therapies	Research Credits/Article Summaries Due
<u>Week Fourteen</u>	<u>Psychological Disorders</u>	<u>Assignments Due</u>
Tuesday November 22	Chapter 13 – Therapies	Chapter 13 Homework due
Thursday November 24	Thanksgiving Holiday	None
<u>Week Fifteen</u>	<u>Sleep</u>	<u>Assignments Due</u>
Tuesday November 29	Chapter 14 – Health Psychology	Chapter 14 Homework due; <u>Research Paper Final Draft Due</u>

Final Exam TBA

For registration, withdrawal, graduation, and holiday dates, please view the Fall 2016 Academic Calendar at <https://www.pvamu.edu/registrar/academic-calendars/fall-2016/>

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest

Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Classroom Etiquette:

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

TECHNICAL CONSIDERATIONS**Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.