The current delivery of ENGL 1302 is split evenly between online and face-to-face sections. Since the online syllabus is the most current, universal form, we are using the online syllabus as our departmental syllabus for General Education Objective application.

Course Description

Course Prerequisites:
ENGL 1301 - Freshman Composition I, or its equivalent at some other institution of higher learning. (This will be checked with the Registrar’s office).

Course Description
The goal of this course is to teach students to argue effectively, and to write good academic papers that defend an opinion with evidence and strong rhetoric. In this course, students will analyze and respond to texts of various kinds. Students will write essays and research papers that defend their points of view concerning important issues. The readings and exercises will help students learn to write broad-minded, well-informed essays in polished academic prose that moves and educates the reader.

Overview of the Course

Purpose:
The purpose of this course is to teach students to argue effectively, and to write good academic papers that defend an opinion with evidence and strong rhetoric.

Objectives/Outcomes:
By the end of the course students will:

- Demonstrate the use of the writing process by producing at least 20 pages of writing using prewriting (invention), drafting, revising, editing, proofreading, and presentation.
- Understand and appropriately apply modes of expression i.e. descriptive, expositive, narrative, argumentative, and self-expressive in written communication, specifically where that applies to basic principles of communication, critical thinking, problem solving, and the development of exposition and argument.
- Demonstrate good academic reading and interpretation skills for analytical evaluation and rhetorical analysis by producing persuasive arguments in an academic context.
- Participate effectively in groups with emphasis on team work, listening, critical and reflective thinking, and responding. Students will establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he/she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world.
- Develop personal values for ethical behavior specifically as that applies to the understanding and avoidance of plagiarism as it applies to the scope of this class.
- Demonstrate the use of polished academic prose through papers that are not only correctly written, but show attention to the academic use of style and expression.
- Develop the ability to do research, including but not limited to books and academic databases, and produce a documented research paper.
English 1302 is classified as a general education course, which means it meets the objectives of the university core curriculum. As listed in the course objectives above, students will learn to critical thinking, communication, teamwork, and personal responsibility skills throughout the semester. The assignments which will be used to assess these four areas will be the academic integrity essay test, the Researched Argument essay peer review workshop, and the Researched Argument essay.

**Method of Instruction:** This course will be presented in Modules. Within each module will be a series of lecture pages, tests, writing assignments, and discussions.

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**Materials**

**Required Materials:**


An up-to-date college dictionary. *Webster's Collegiate Dictionary* is very good.
A disk or flash drive to save all your work.

You can purchase your texts from the UTPB book store or from an online retailer. If you do purchase through someone other than UTPB, be very sure you are purchasing the correct edition of the text.

The course work will also require you to view several films. Some of these films may be checked out from the UTPB library where they are on reserve, purchased, or rented from Amazon.com or Netflix. Websites for such companies as Barnes & Noble, Amazon, Wal-Mart, and Hastings often have the films at a reasonable cost. The films we will view are:


(Note: *Wag the Dog* is difficult to find. If you intend to rent or purchase this movie, begin early.)

**Websites/Links:**
If you find that you must get in touch with someone for help, here is a list of offices at UTPB that are there to assist you. Keep in mind – if it is something simple, you can contact me.

1. UTPB Reach Office: MB 3239 – Phone # 552-2870
   a. [http://reach.utpb.edu](http://reach.utpb.edu)
2. The UTPB Information Resource Division (IRD): MB 2276 – Phone # 552-2415
   a. [http://ird.utpb.edu/information-for-students](http://ird.utpb.edu/information-for-students)
3. The Student Success Center (Writing Center): MB 2215 – Phone # 552-3350
   a. [http://cas.utpb.edu/university-writing-center](http://cas.utpb.edu/university-writing-center)
4. PASS Office: MB 1160 – Phone # 552-2630
   a. [http://ss.utpb.edu/pass-office](http://ss.utpb.edu/pass-office)
5. UTPB Library: J. Conrad Dunagan Library Bldg. – Phone # 552-2370
   a. [http://library.utpb.edu](http://library.utpb.edu)
Course Structure

This course consists of nine units. Each unit has its own reading assignment, lecture, writing assignment and test (often there is more than one test in a module/unit).

- Rhetoric
- MLA Documentation
- Argument
- The Mind
- Leadership
- Government
- How to do Research
- Feminism
- Self-Reflective

Each of these units is "packaged" within the "Content Module Units." Go through these units one by one and be sure to check all subdivisions of a unit; there may be an assignment within (I sometimes get sneaky and hide them, just to see if you are reading).

Papers:
This course is a composition course which means the main assessment for this course is essay writing (65% of your course grade comes from these assignments). There will be four essay assignments in this course: rhetorical analysis, research (argument), gender analysis, and self-reflective. These four papers must add up to a grand total of twenty full pages of text when you submit your course portfolio at the end of the semester (this requirement does not include the works cited pages for your papers). All papers should follow MLA formatting (double spaced, 1 inch margins, Times New Roman font, 12 cpi, etc) unless otherwise indicated in the unit.

For each of the first three papers, you will submit a completed rough draft to be reviewed by your classmates in a peer review workshop. I may also decide to provide additional comments on your drafts. However, as a student in the second semester sequence of Composition, you should be able to revise a draft for final submission on your own. Thus, the draft will serve as a tool to ensure you are not waiting until the last minute to submit your final essays. In addition, your rough draft grade will be count as one-third of your overall paper grade. Since Paper 3 is due so late in the semester, you will probably not receive a graded copy before the final is due and should revise according to comments on previous final drafts.

The final assignment is a portfolio. The first component of the portfolio is a Self-Reflective essay in which you argue how your work meets the objectives of the course, and should include a proper MLA heading and Works Cited page. The remaining components will be a clean copy of Paper 2, a clean copy of your academic integrity essay test, and a copy of the teamwork survey you completed on your group members. This assignment will serve as the final exam for this course and will be used in the assessment for the general education curriculum. Clean copy means that you have revised the graded artifacts according to the grading indications throughout the semester, and have removed any comments or other identifying features.

If a portfolio is not submitted or is incomplete (not containing all three of these artifacts), then you will receive a failing grade FOR THE COURSE. In short, you must submit all of the artifacts in a complete portfolio.

Tests:
Another method of assessment will be tests. Tests will cover material from the readings or lecture. In addition, some tests ask you to apply information learned from the lectures. One such test is the academic integrity test in the MLA Documentation unit. Be sure you are ready to take a test before you open it.
because once you start a test, you cannot save and restart later. Most tests are timed meaning you must complete it within the specified time limit. Finally, be sure that you save your answers before submitting. If you do not save your answers, the test will calculate as a zero. Most tests are self-grading, so you will be able to see your results instantly.

**Attendance:**
See “Policies and Procedures” below for a description of this assessment.

**Discussion Boards:**
See “Policies and Procedures” below for a description of this assessment.

**Journals:**
With the concept that it is important to always be writing, there will be a total of seven (7) journal entries, spaced throughout the semester. Each journal will be on a specific assigned topic posted on Blackboard’s Assignments page, where you will also digitally submit your journal entries.

For the journals only, I will not grade on grammar or punctuation, unless it interferes with comprehending your meaning. However, you must follow MLA formatting including the proper heading for the each journal assignment. The grade for your journals will be based on the content and your ability to demonstrate the development of ideas. I am looking for overall improvement throughout the semester.

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**Course Assessment**

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Paper 1 - Government</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 2 - Research</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 3 – Gender</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 4 – Self-Reflective</td>
<td>15%</td>
</tr>
<tr>
<td>Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Workshops and Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester Portfolio</td>
<td><strong>PASS/FAIL GRADE FOR THE COURSE</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

All paper assignments are required for this course. Failure to complete any of the paper assignments will result in an “F” in the course.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
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<tr>
<td>B</td>
<td>80 to 89</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79</td>
</tr>
</tbody>
</table>
Grading Criteria

A – An “A” essay is not merely engaging – it is convincing. The “A” essay is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhanced the purpose of the paper. Finally, the “A” essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

B – A “B” essay delivers substantial information – that is, substantial in both quantity and interest value. Its specific points are logically ordered, well-developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth; the sentence structure is pleasingly varied. The mark of “B” writing is that it engages and entertains its reader.

C – A “C” essay is an average essay. It serves to convey an idea to the reader; it demonstrates knowledge of the subject it treats; mechanical errors are few and do not jeopardize the sense of the essay. However, the reader will be aware of improvements that could have been made. For instance, several paragraphs may not be fully developed; the opening paragraph may not draw the reader in; the concluding paragraph may offer only a perfunctory wrap-up; the organization may not be well suited to the topic; the sentences may follow a few predictable patterns; the diction may not always be precise and effective. Thus, while “C” writing will serve its writer in most academic and life situations there is room for improvement. A “C” in our writing courses is our way of expressing confidence that the writer who earns it is able to function at the college level.

D – A “D” essay is appropriate to the assignment but does not successfully fill one or more to the next level of expectations regarding student writing. It does not communicate an idea, treat a subject, or demonstrate mastery of written language and conventions well enough to be considered adequate. It may in some manner be incoherent, so that the reader must guess at the meanings of sentences or whole paragraphs; the reader may be unable to see how the thoughts of the writer are connected from paragraph to paragraph. Language may be used incorrectly, grammar may be so consistently poor that it detracts from a reader’s attention to the material the essay covers; the whole idea may be improperly or hastily examined and poorly conveyed. Nevertheless, the reader will find that his/her struggle to understand the essay is in some measure rewarded by the exposition of a subject that the writer has earnestly engaged. No essay the shows a lack of mastery over the mechanical rules of written English can earn more than a “D.”

F – We require that all work be done by the person asking to receive credit for it, that the work done suit the assignment given, and that the writing be an act of communication. Any failure in regards to the first or second requirements, no matter how good in other respects, must be graded “F.” An essay that does not manage to communicate the thinking of its author, does not treat a subject adequately, or does not demonstrate command of standard written English will also earn an “F.”
Communication Plan

Office Hours:
See the professor profile for virtual and physical office hours.

Email:
I will make every effort to respond to all messages & emails within 48 hours. If I cannot, I will let everyone know.

Discussion Board:
Besides course content and related discussion topics, there will be a general and course specific questions discussion board. I will check these two areas frequently, but other students may provide the answers. Of course, I will post corrections if needed. I will post the answers for commonly asked questions in this area or on the announcements page for the benefit of all the students in the class.

Feedback on Assignments/Quizzes:
Assignments will be graded generally within 14 days of submission; individual feedback or general feedback will be provided.

Announcement Area: I will post announcements weekly, reminders, general comments, etc.

Messages:
For the most part, it will be much faster and more productive if we communicate via the Messages tool in Blackboard. The Messages function is for inside this class, so if you send me a message I don’t have to figure out who you are, what class you’re in, what the assignments for that class might have been, etc. in order to know what you are talking about. Emails are not as simple, since they are open to everyone and it might take me much longer to get back to you if you send me an email instead of a message.

Policies & Procedures

Submit Getting to Know You:
Every student in this course is expected to complete the two Getting To Know You Exercises at the beginning of the semester to provide pertinent information I and your classmates will need throughout the semester. This exercise is located at the “Start Here” button.

Course Content Structure:
The course is divided into nine modules (or units). Each module covers:
  - A specific topic area
  - Will often have a writing assignment attached (but not always)
  - Will often have one or several tests
  - Will often have discussion boards that you are required to post to

Begin each Module by reading the online lecture(s) I have posted. I will direct you to read specific sections of our texts. In most of the modules (but not all), there will be tests, writing assignments, and discussion boards. I will have due dates posted on the Course Calendar.

Grading and Feedback:
All the course activities will be graded generally within 14 days after the set due date. You can check your grades by going to Gradebook. If there is any discrepancy in the grade, you must contact me immediately. Please check you Gradebook each week for instructor feedback in performance of the course activities.
Cheating/Plagiarism/Academic Dishonesty:
Academic honesty involves acknowledging the words or ideas of others. It is a basic element in almost all work you will do at the University. Using the words or ideas of other people without acknowledgement is called plagiarism and is regarded as a type of theft. Students are expected to understand the principle of academic honesty and to avoid plagiarism.

In order to avoid such a grievous offence, all students are expected to use MLA style for papers, reports, and homework. A good discussion on this topic can be found in your text, Handbook for Writers, Chap. 19.

If you are in doubt about what constitutes plagiarism here at UTPB, you can see the university’s definition in The Student Handbook under “Student Conduct and Discipline,” Section 50101.2.2. The UTPB Student guide says, “Scholastic dishonesty, includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” If you still have questions, you can make an appointment to see me. I will be more than happy to talk it over with you.

In this course, plagiarism in a paper is grounds for a grade of F on that paper, and all instances will be reported to the Dean of Students for further disciplinary actions. Fair warning: Your papers might be submitted to a software program where they will be checked for plagiarism.

Discussion Board Participation:
Discussion Board will primarily be used for discussing course content-related topics and issues. Collectively, discussion boards are with 10% of your overall grade.

In addition to the course content related topics in discussion tool there will be few general topics: Technical problems/issues, General Questions related to the course content, etc. The posts under these topics will not be graded.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Postings that vague or are limited to 'I agree' or 'great idea', etc. will not receive credit. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

As a point of courtesy, you will need to make your initial posting by the Wednesday before the discussion board is due to allow your classmates the opportunity to respond to your initial posting before the deadline. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person’s name in the body of your message when you reply to their message. It helps to keep all of us oriented and helps us to maintain a clearer sense of who is speaking and who is being spoken to. In the same line of thinking, please include your name at the bottom of each posting you make. As we begin to associate names with tone and ideas, we come to know each other better. Further, when you respond to your classmates, avoid vague or one sentence comments and comments concerning the person’s writing style. The purpose of engaging with your classmates is to facilitate discussions about the topic of the prompt, not about the writing of the response. As explained above, vague, undeveloped or writing instructive type responses will not receive credit.
Finally, change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

Submission of Course Assessment Activities:
All the course assessment activities will be submitted via the Assignment Tool. Keep in mind the following standards/practices for submission of assignments:

1. All course assessment activity files that will be submitted to the instructor should be in MS Word format (anything post-2003). If you are using a word processing program besides MS Word (such as MS Works or Mac's PAGES program), save all assignments in rich text format (rtf). Such formatting insures that all participants can open your files.
2. Please label all files with your last name, your first initial, and an abbreviation of the assignment. For example, John Smith will label his rich text formatted file of Paper 1 draft like so: smith_j_P1d.
3. No other format file will be accepted, and the assignment will be returned to you without a grade. If I can’t open the file, then I will not be able to grade it. I will grade it only when you have sent it back to me in either of the two formats mentioned and with a penalty for lateness.
4. Be sure to use the correct MLA heading for your assignments, including your name at the top of each page header. Assignments are batch loaded and may not contain your name in the file name. Therefore, be sure you have the correct heading in your assignments.
5. Always keep a copy of all the work you submit so that you won’t need to re-do it if it should get lost in cyberspace. This includes, but is not limited to essay, journals, discussion boards, etc. If you had to type it, you need to save it.

Make-Up/Late Submission Policy:
All course activities must be submitted before or on set due dates and times. If you are unable to abide by the due dates and times, it is your responsibility to contact the instructor immediately to ask permission to submit work late, before the deadline. However, I do reserve the right to deny such requests at my discretion. There will be a 10% deduction for each day of late submission of an assignment. Unsolicited late work emailed to the instructor will not be accepted.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Accommodation for Students with Disabilities:
American with Disabilities Act: Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. Students needing assistance because of a disability must contact the Programs Assisting Student Study (PASS) Office, 552-2630, no later than 30 days prior to the start of the semester.

The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

Students who have provided all documentation and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, it is your responsibility to inform the instructor immediately. It is best to contact the instructor during his/her office hours, or by telephone.

Course Incomplete/Withdrawal/Grade Appeal:
All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 75% of the course with a grade of “C” or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student must sign a contract that includes the incomplete course activities and the new due dates, which will be filed with the Registrar’s office. Failure to complete the assignments in this contract will result in an “F” for the course. For the grade appeal process go to http://ss.utpb.edu/dean-of-students/student-grievances/

Netiquette:
Anything you type in the discussion area is public – which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting)
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like those that you would use in text messaging. Some of the list participants (like your instructor) may not be familiar with acronyms.
- If the posting is going to be long, use line breaks and paragraphs
- Fill in a meaningful Subject Line
- Write your full name at the end of the posting
- Be careful with sarcasm and subtle humor; one person’s joke is another person’s insult.
- Use correct grammar (this applies to emails as well!)

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

Refer to the following link for additional help on netiquette: http://www.albion.com/netiquette/corerules.html.

Attendance and Class Participation:
Regular and active participation is an essential, unmistakably important aspect of this online course. My expectation is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement, it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

You might think that because this is a web course there would be no attendance policy, but that is not the case. Every week I will send out a general message, often detailing the tasks due that week. In it, I will ask you to simply respond to that message. I will take attendance from the responses. This required response serves two purposes: 1) it forces you to check in regularly, and 2) if anyone is really struggling, then I will find out sooner rather than later and can possibly intervene. The beauty of an online course is you can be anywhere and still “attend.” This includes but is not limited to school sponsored events. All the course activities have set dates to be completed and submitted. After the due dates, the activities will not be available for the students. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. If I am going to be out because of ill health, attending a conference, etc. you will be notified through our course email and/or announcements page.
Side note: When responding to these weekly emails, avoid inserting questions. These responses merely serve an attendance purpose. Should you have questions about the weekly email, please send your inquiries in a separate message with a different subject heading.

Tracking:
Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course.

Hardware/Software Requirements

Computer Access
It is very difficult to participate in an online course if you do not have regular access to a computer and a reliable internet connection. We require students have access to a computer off-campus (even dual-credit students, who might have limited access to computers at their school's computer lab). If you do not own or have access to a computer away from campus, or if you cannot afford to buy a new computer, please contact the instructor to discuss possible accommodations.

Computer
PC Configuration - A CPU with 1 GHz processor, 256 MB RAM and Windows XP operating system
Mac Configuration – A CPU with 300 MHZ (G3), 256 MB RAM and Mac OS X 10.2 or newer operating system

Peripherals
You will need external speakers to be able to listen to audio files. To participate in virtual office hours, it is also handy to have a headset with a microphone (any gaming headsets will work).

Software
The course content is presented through Microsoft Office 2007 - PowerPoint presentations and Word documents, Acrobat documents and Tegrity files. In order to view the content you must have Microsoft 2007 programs and Acrobat Reader. You are required to submit all the course activities typed in Microsoft Word (anything post-2003).

Anti-Virus Software
Anti-virus software is highly recommended for students and instructors. Online courses involve much file sharing, which increases your risk of computer virus infection. Anti-virus software will help protect your computer in case of exposure to a computer virus.

Other software: There may be audio/video files in the course for which you will need Windows Media Player or QuickTime or Real Player.

Internet Connection
Recommended - Cable modem, DSL, or intranet (T-1); or 128 KBPS modem

Note: Corporate or academic security firewalls may block some course content, such as chat or streaming media. Accommodations for access can usually be arranged if you contact your network administrator, though local security policies ultimately dictate what is allowed. 56 K modem or better.

For ENGL 1302: In this course, you will be asked to do some research using online databases. As a student
of this class, you have access to many of the digital databases provided by the UTPB Library. Depending on the network you are using, you might or might not have access to the following databases:

- **EbscoHost:**

- **E-books EbscoHost:**

- **JSTOR:**
  [http://www.jstor.org.ezproxy.utpb.edu/](http://www.jstor.org.ezproxy.utpb.edu/)

- **Project MUSE:**
  [http://muse.jhu.edu.ezproxy.utpb.edu/journals/](http://muse.jhu.edu.ezproxy.utpb.edu/journals/)

If you cannot access the links above, it is recommended that you talk to your professor or network administrator to make them aware of this. Network settings (especially for public areas such as schools or places or work) may need to be adjusted to allow access to the links above.

**Technical Information**

24/7 Technical Help

Browser Test

Browser Configuration

Download Plug-ins

**Supported Browser**

Firefox 3.5 or higher for PC; and Safari 3.X – 4.0 for Mac

Download Firefox  Download Safari

**Unsupported Browsers**

America Online (AOL), Prodigy, Juno, MSN, Yahoo and other Internet Service Providers (ISPs), provide their own internal and proprietary web browsers. These browsers may not be compatible with online courses.

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**Preparation for Computer Emergencies**

**Computer Crash:**

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

**Server Problems:**

When the Blackboard server needs downtime for maintenance, the Blackboard administrator will post an announcement in your course informing the time and the date. If the server experiences unforeseen problems, your course instructor will send an email.

**Complete Loss of Contact:**

If you lose contact with me completely (i.e. you cannot contact me via Blackboard or email), you need to call me at my office and explain the reason you cannot contact me and leave me a way to contact you. It is
important to print out my contact information as well as the numbers of technical support in the event you cannot log into the course.

**Lost/Corrupt/Disappeared files:**
You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no “downtime” in regard to the timeline for submission.

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**Student Support Services**

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<tr>
<th>Service</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>ADA Accommodation/Support</td>
<td>(432) 552-2630</td>
</tr>
<tr>
<td>Programs Assisting Student Study (PASS)</td>
<td></td>
</tr>
<tr>
<td>Admissions &amp; Registration &amp; Transcripts</td>
<td>(432) 552-2605</td>
</tr>
<tr>
<td>Blackboard Technical Support</td>
<td>1-877-633-9152 (toll-free)</td>
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<tr>
<td>Bookstore</td>
<td>432-552-0220</td>
</tr>
<tr>
<td>Counseling/Advising</td>
<td>432-552-2661</td>
</tr>
<tr>
<td>Financial Aid and Scholarship</td>
<td>(432)552-2620</td>
</tr>
</tbody>
</table>
| UTPB Library                                | (432) 552-2370  
  [http://library.utpb.edu/dehome.html](http://library.utpb.edu/dehome.html) |
| Student Services                            | [http://cas.utpb.edu/academic-advising-center/e-advisor/](http://cas.utpb.edu/academic-advising-center/e-advisor/) |
| Student Success Center (Writing Center)     | 432-552-3350                         |

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**End-of-Course Evaluation & Instructor Evaluation**

Every student must complete end-of-course evaluation provided by UTPB. Toward the end of the semester you will see a link on your Blackboard homepage. Please complete this evaluation. Your identity will remain anonymous.

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