

CLEMSON ONLINE

Department of Parks, Recreation, & Tourism Management

PRTM 8010: Philosophical Foundations of P, R, T Fall 2018

Class Location: Online

Course start date: August 21, 2018

Course end date: October 12, 2018

Instructor: Dr. Mariela Fernandez

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Phone: 864-656-2389

Office Location: 286 Lehotsky Hall

Course Website: <https://clemson.edu/canvas/>

Zoom Meetings: 7:00-8:30 p.m. on Tuesdays at:

<https://connect.clemson.edu/r247muzwx4/>

Office Hours: By appointment.

Course Description:

Philosophical, ethical, historical, social, and cultural foundations of leisure behavior as they can be applied to parks, recreation, and tourism practice and/or research.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Critically and philosophically consider the role of parks, recreation, and tourism in past, current, and future societies.
2. Demonstrate an understanding of the philosophical underpinnings linking parks, recreation, and tourism practice.
3. Formulate a personal philosophy discussing the foundations of human behavior as they pertain to your professional and/or research interests in parks, recreation, and tourism.

Course Requirements:

The following materials are required for successful participation in the course:

- Computer speakers or headphones. (This course includes audio and visual components.)
- Ancillary information (texts, videos, audio, slides) is provided through the online course meeting spaces (Canvas and Zoom) and through Internet links.

Clemson Thinks²

This class is participating in the Clemson Thinks² (CT²) campus-wide Quality Enhancement Plan that focuses on critical thinking, a skill that is invaluable for your success in college and in your career pursuits after graduation. All course assignments are designed to significantly enhance your critical thinking skills.

Critical Thinking

What is critical thinking? For the purposes of this course, we understand critical thinking to be, “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” (AAC&U 2009). Critical thinking is a self-aware process of thinking in a clear and systematic way to gain a deeper understanding. To do so requires engaging in meta-cognition, which means reflecting on our own thinking by recognizing our biases, assumptions, and considering how we create knowledge. Critical thinking does not come naturally; therefore, we must practice critical thinking – which is one of the goals of this course.

Memorizing facts and being able to regurgitate definitions or procedures is not a sufficient skill set to understand and address the complex problems facing our world today. We need to develop the ability to *reason, evaluate, and decide* if we are to become successful in future careers.

CRITICAL THINKING STUDENT LEARNING OBJECTIVES:

The critical thinking student learning outcomes (SLOs) from this course will align with the universal CT2 SLOs wherein students should: (1) explore complex challenges; (2) analyze multi-dimensional problems; (3) extrapolate from one conceptual context to others; (4) synthesize alternative solutions to multi-dimensional challenges; and (5) effectively communicate complex ideas.

After taking the course, students should be able to:

1. Explore complex challenges
 - a. Explain, with examples, how economic, social, and political factors have influenced our understanding of p, r, t and leisure
 - b. Analyze leisure experiences from several different stakeholder perspectives
2. Analyze multi-dimensional problems
 - a. Assess both positive and negative aspects of proposed solutions to people’s leisure
 - b. Evaluate data for consistency with established facts, hypotheses, or methods
3. Extrapolate from one conceptual context to others
 - a. Develop and justify one’s own hypotheses, interpretations, or positions
4. Synthesize alternative solutions to multi-dimensional challenges
5. Effectively communicate complex ideas
 - a. Explain how your values and assumptions about the field were transformed throughout this semester
 - b. Discuss your values and assumptions and express them through a PechaKucha presentation and written artifact

Time Commitment, Expectations & Attendance:

Taking an online course is a different style of learning for many people. You may think you will be learning on your own, but you will soon discover many opportunities to work as a team with other students and to communicate with the instructor of your online course. You will find the support you need and have a great learning experience.

To be successful in this online course, you must be willing to allocate sufficient time to access course materials, complete all of the assignments, and participate in online meetings and asynchronous discussion groups as indicated in this syllabus. Similar to traditional classroom courses, you will interact with the content, your instructor, and your classmates on at least a weekly basis. Because you do not come on campus and sit in a classroom, attendance is determined by your active participation and communication in the course. Log in to the online course site and check your Clemson email at least three times weekly. Successful online students keep a schedule just as if they were attending class on campus, and they communicate with one

another and their instructor frequently. Attendance is vital to your success. During the semester, you should plan to spend 10-15 hours per week on this course.

Attendance Policy for Synchronous Meetings:

Class attendance at synchronous meetings is strongly recommended, as critical class content is delivered via the weekly synchronous sessions. Engagement in class is graded based on quality and quantity of in-class contributions, including via text chat and/or microphone. For students who cannot attend synchronous meetings for an excused reason (check with the course instructor ahead of time if you intend to miss class), an alternative mechanism for engagement and participation will be provided (e.g., posting of recorded synchronous sessions, discussion-board-style reflections of class material). The instructor reserves the right to ***assign a failing grade*** to any student who does not demonstrate engagement with weekly class materials, either live in-class or through asynchronous discussion-board reflections. Students are required to wait 15 minutes for the instructor to arrive for a synchronous class. If the instructor has not arrived within 15 minutes, you may leave.

Communicating with Your Instructor:

You have numerous ways of communicating with your instructor: phone, email, and the “Q&A” forum on Canvas.

- If you have a question about an assignment or class procedure, consider posting it in the “Q&A” forum on Canvas so that other members of the class can benefit from it, too. A lot of learning can happen in this forum if you use it, so please do!
- If you have a personal concern (such as a question about a grade), send a message to your instructor through the online course site or through your Clemson email account.
- I am here to help you, so please ask questions and seek clarification as early and as often as needed. Delay will only hinder your learning.

Notes Regarding Email Communication:

Because of privacy regulations, University faculty and staff communicate with students only through Clemson email. Therefore, you must use your Clemson email account in this course for all email communications. Check your Clemson account at least three times per week for important messages.

The instructor will respond to all inquiries, questions, and other electronic correspondence within a timely manner. **Electronic communications posted on Canvas or sent via email will be answered within 24 hours during the weekday and 48 hours during the weekend.**

Should you need live assistance, email me to arrange an online or phone consultation. I will also be available each week after our class meetings.

Reminder: Your instructor should be your first point of contact and support for any questions or concerns you have about this online course. However, if you cannot resolve your questions or concerns through your instructor, contact the Clemson Online, 206 Sikes Hall, at online@clemson.edu or 864-656-3978.

COURSE CONTENT

This course features six lesson ***Modules***, each consisting of the following components:

- **Readings:** In each module, you will read a scholarly articles, textbook chapters, and/or other course materials made available to you in the online course Canvas site.
- **Synchronous Meetings:** Each module is associated with one or more synchronous course meeting via Zoom (see more details below). During each live class, the instructor will present material to supplement readings and facilitate discussion related to key concepts discussed in the course.
- **Assignments and Online Discussions:** In most modules, you will complete an assignment and/or contribute to asynchronous discussions related to the reading (via the course Canvas site). These assignments and discussions should help to enhance your understanding of the material covered in the assigned chapters and related readings. Assignments and online discussions are designed to contribute to the final product you will produce in this course: a final draft of a research proposal.

Course Modules:

Module 1: Introduction to the Course; Defining Critical Thinking (August 21-27)

- What is critical thinking?
- What is the goal of philosophical thinking?
- How are critical thinking and philosophy related?
- What is truth? Does it exist? How do we find it if we believe in it?
- What is your professional purpose, and how does it come from your philosophy?
- How is your philosophical perspective tied to one's behaviors, values, and research interests?
 - **Assignments due August 26:**
 - Contributions to Discussion Forum (Grade takes the place of PechaKucha #1 Progress)
 - Week 1 Entry
 - CT2 Test

Module 2: Foundations of P, R, T (August 28-September 3)

- What are your premises about leisure/PRTM, and how might this help (or hurt) in developing a philosophy?
- What is leisure?
- How has leisure been defined? How has the definition of leisure changed?
- Which definitions do you agree/disagree with? Why?
- What assumptions/values have guided leisure practice and research?
- Is leisure necessary for a "good life?" (hint: Aristotle)
- Is leisure necessary for the development of excellence and self-flourishing?
 - **Assignments due September 2:**
 - Week 2 Entry
 - PechaKucha #2 Progress

Module 3: P, R, T (September 4-10)

- What links parks, recreation, and tourism together?
- What major differences exist between parks, recreation, and tourism?
- What assumptions/values guide park, recreation, and tourism practice and research?
- How has social control impacted park, recreation, and tourism services?
- Which leisure definitions applies to your concentration/profession?
- How is your work related to the other concentrations within PRTM?

- **Assignments due September 9:**
 - Week 3 Entry
 - PechaKucha #3 Progress

Module 4: Leisure: The Good, Bad, and the Ugly (September 11-17)

- How do the articles expand the definition of leisure?
- What are the positive and negative outcomes of leisure?
- What/Who dictates whether leisure is deemed positive or negative?
- Which leisure definitions stand out?
- What is the role of the practitioner in enabling individuals' preferences for leisure?
- How has consumerism impacted leisure?
- What does consumerism teach us about human values?
 - **Assignments due September 16:**
 - Week 4 Entry
 - Pecha Kucha #4 Progress

Module 5: Populations (September 18-24)

- How do personal characteristics (e.g., gender, race, age, class, ability status) impact leisure experience and services?
- What is the role of practitioners in mediating competition for leisure experiences and services?
- How do practitioners find underrepresented community members' "truth" regarding p, r, and t?
- How do the articles expand the definition of leisure?
 - **Assignments due September 23:**
 - Week 5 Entry
 - Pecha Kucha #5 Progress
 - "This I Believe" draft due to peer reviewers

Module 6: Topic TBA (September 25-October 1)

- Topic TBA
- Pecha Kucha Presentation will begin
 - **Assignments due September 30:**
 - PechaKucha Presentation if you are presenting
 - "This I Believe" draft due to writers

Week 7: PechaKucha Presentations (October 2-5)

- **Assignments due October 12th**
 - PechaKucha Presentation if you are presenting
 - Final "This I Believe" Artifact

Course Assignments:

More details and directions for completing course assignments are provided in the Modules area of the Canvas site. A brief synopsis of each appears below:

(1) California Critical Thinking Skills Test (5% of your final grade)

This class is participating in the Clemson Thinks² (CT²) campus-wide Quality Enhancement Plan that focuses on critical thinking. As such, it is required that students take the California Critical Thinking Skills Test at the beginning and end of the course. However, you will only be taking the pre-test this semester. You will take the post-test in PRTM 8080 in December. Your pre-test is worth 5% of your grade.

(2) Class Participation & Engagement (20% of your final grade)

As stated above, thoughtful class participation is required for this course. Therefore, all students will be expected to participate in synchronous meetings. Class participation will include contributing thoughtful questions and contributions related to the weeks' readings. In other words, it is not enough to just sign into our Zoom sessions; you must be able to communicate your thoughts on the subject matter.

To accommodate unanticipated emergencies and/or unavoidable commitments, one class may be missed without penalty. If you have to miss a class, you will be expected to listen to the recording and provide a summary of what you gleaned from the material, and thoughts that you have in response **within 48 hours of the class.**

(3) Weekly Entries (5 points each, 12.5% of your final grade)

Each week, students will receive a prompt, which will be posted on Canvas. You are to address the prompt and submit your entry through the Assignment portal. Because good writing requires synthesizing information concisely, **the weekly writing summarizing the readings should not exceed 500 words.**

To allow for unexpected circumstances, the lowest reading summary score will be dropped for each student. Reading summaries should be submitted through the portal provided on the course Canvas site.

(4) PechaKucha Progress (5 points each, 12.5% of your final grade)

Each week you will also submit at least 3-4 slides you might use for your PechaKucha presentation. **The slides should only have visuals.** Feel free to make comments in the Notes section below your slides, which will only be visible to you when you present.

(5) PechaKucha Presentation (20 points, 15% of your final grade)

Students will be required to do a final PechaKucha presentations (see <http://www.pechakucha.org/>). The PechaKucha presentation format requires 20 slides with only visuals (no words). The student has 20 seconds to discuss each slide. The PechaKucha presentation should tell us a story addressing the following at a minimum: (a) the student's philosophy regarding leisure/PRTM; and (b) how the student's philosophy regarding leisure/PRTM may (or may not) have changed throughout the semester. The presentation can also discuss other items such as assumptions/values/theories that surprised you regarding leisure/PRTM, etc.

(6) "This I Believe" Written Artifact (25 points; 35% of your final grade)

The "This I Believe" written artifact demonstrates the student's beliefs regarding the topics discussed in class. A draft of the "This I Believe" written artifact will be due in class, in which you should incorporate where you are with your thoughts about your perspectives on the material we will have covered by then. The final artifact should address (a) your

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philosophical statement of what you believe about the field, (b) why you are in the field, (c) how and who influenced your philosophy regarding leisure/PRTM, and (d) what your philosophy means to the people/client you serve. The written artifact can take on many forms: a play script, a newsletter, a magazine, a diary, a short fictional story, etc.

Late assignments

No assignments are accepted beyond three days after the due date. The policy for late assignments is as follows:

One day late:	minus 20%
Two days late:	minus 30%
Three days late:	minus 40%
Four or more business days late:	not accepted

Grading Scale

The grading scale will be as follows:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60

Receiving Grades & Instructor Feedback:

Assignment grades and feedback are generally provided within a week after the assignment is due and always before an assignment of the same type is due. Unless otherwise stated, grades and feedback will be available via the *Grades* area of the Canvas site.

Academic Integrity:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning’. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” For further information on the specific integrity policy upheld by Clemson University, please go to the following website:

<http://www.registrar.clemson.edu/html/refhndbk.htm#Academic%20Integrity>.

Student Resources

Computer Help: Clemson Computing and Information Technology (CCIT) is available to faculty, staff, and students for computer and technology help. If you have questions about BlackBoard, internet access, your computer, or other issues related to technology, contact CCIT (656.3494; ITHELP@clemson.edu; <http://www.clemson.edu/ccit/>).

Disability Access: It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are, therefore, encouraged to contact Student Disability Services within the first month of classes to discuss their individual needs for accommodation. Please provide an Academic Accommodation Letter from Student

Disability Services as soon as possible at the beginning of the semester to allow the maximum amount of time to plan for successful modifications. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-1@clemson.edu; <http://www.clemson.edu/campus-life/campus-services/sds/>).

Title IX (Sexual harassment)

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.565.0899 (TDD).

Emergency Guidelines

From Clemson University Police Department: All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/>.

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek "Tornado Safer Places," get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter-preparedness-video](https://www.dhs.gov/video/options-consideration-active-shooter-preparedness-video).

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Course Schedule & Calendar* (Fall 2018):

Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Module Topic	Module Dates (Week)	Zoom Live Meeting Date (TUESDAYS at 7:00pm Eastern)	Readings	Assignments
Module 1: Intro to Course; Defining Critical Thinking	August 21-27	August 21		Due 8/26: Discussion Forum Weekly Entry CT2 Test
Module 2: Foundations of P, R, T	August 28-Sept. 3	August 28	Babbie (up to page 52); Paradigmatic Controversies; epistemology chapter; Trullinger (2016); Neville (2014); Kelly, J. R. (1987);	Due 9/2: Weekly Entry PechaKucha Progress
Module 3: P, R, T	Sept. 4-10	Sept. 4	TBA Holba (2016); Rojek (2001);	Due 9/9: Weekly Entry PechaKucha Progress
Module 4: Leisure: The Good, Bad, and Ugly	Sept. 11-17	Sept. 11	Archibald; Parry & Light (2014); Uriely & Belhassen (2006); Tepelus (2008); Bennett et al. (2016)	Due 9/16: Weekly Entry PechaKucha Progress
Module 5: Populations	Sept. 18-24	Sept. 18	Glover, 2007; Rose & Paisley (2012); Rose (2014);	Due 9/23: Weekly Entry PechaKucha Progress "This I Believe" Draft due to peer-reviewers
Module 6: Topic TBA PechaKucha Presentations	Sept. 25-Oct. 1	Sept. 25	TBA	Due 9/30: PechaKucha Presentations "This I Believe" Draft due back to writers

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Week 7 PechaKucha Presentations	October 2-5	Oct. 2	NA	Due PechaKucha Presentations Due October 12 Final “This I Believe” Artifact
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*Schedule is tentative and subject to change.

**Additional readings may be assigned and posted under each Module on the Canvas site.

Navigating the Course:

The electronic classrooms for this course are located in *Canvas* and *Zoom*. To gain access to the course you need your Clemson University student ID (username) and password.

Canvas (course website):

- Open your Internet browser and enter the Clemson Canvas URL:
<http://www.clemson.edu/canvas>
- Login with your Clemson University Username and Password.
- The Welcome page will list your current courses.
- Select this course and enter the Canvas classroom.

The Canvas Classroom:

The buttons in the course menu provide access to these content areas. Pay attention to the following tabs:

Announcements	Includes updates and reminders for the course.
Assignments	Provides the grading guidelines and examples when applicable.
Discussions	Includes Discussion Forums and involves students in responding to questions and replying to classmates.
Grades	Displays instructor feedback and grades.
Syllabus	Explains the course objectives, assignments, grading criteria, and online student responsibilities.
Modules	Provides access to course content and related documents.

Zoom (synchronous meetings):

- Open your Internet browser and enter the URL for this course’s virtual classroom:
 - <https://zoom.us/j/790427108>
- See the following website for more information on connecting:
 - <https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting->

Minimum Technical Skills:

Students are expected to have a minimum working knowledge of computers and a word processing program to be successful in an online class. You must be comfortable with your computer system and willing to deal with any problems that may arise. Lack of technical knowledge can greatly interfere with your learning a new subject. If you do not have the skills listed below, consider taking a short computer course prior to enrolling in an online course:

- Get your password and login to your class before the semester begins (if available)
- Attach files to email messages
- Word processing tasks (type, cut, paste, copy, name, save, rename, etc.)
- Download information from the Internet
- Use of a Web browser
- Completing online forms
- Backup your files
- Install and maintain anti-virus and other software

Students are expected to be comfortable accessing the online course site and downloading files such as Microsoft Office documents, YouTube videos, and PDFs. In addition, students should be able to use Microsoft Office to compose written documents, spreadsheets, and PowerPoint presentations. For technical assistance with the online course site, students should contact ithelp@clemson.edu or visit http://www.clemson.edu/ccit/help_support/.

General Policies & Procedures for Online Learning at Clemson:

Students are expected to adhere to all policies and procedure outlined by Clemson University at: <http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>.

Academic Integrity:

Coursework must be documented appropriately in CSE or APA format, based on your major. Content from previous classes may not be submitted.

The Clemson University Academic Integrity Statement: As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

A simple definition of plagiarism is when someone presents another person’s words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the University.

See the [Graduate School’s Academic Integrity Policy](#) website for additional information about academic integrity and Clemson procedures and policies regarding scholastic dishonesty.

Copyright Notice:

The materials found in this online course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

Online Communication & Conduct Standards:

Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following basic rules of “netiquette.” Netiquette or Network Etiquette is a set of rules for behaving properly online. When you enter any new culture you're liable to commit a few social blunders. You might offend people without meaning to, or you might misunderstand what others say and take offense when it's not intended. Be respectful of other participants, their opinions, and their bandwidth. In general, there are two basic guidelines:

1. Don't waste people's time.
2. Don't say anything to a person online that you wouldn't say to face-to-face.

More specific guidelines for proper behavior in an online learning course are listed below:

- Avoid Flaming - using derogatory, obscene, or inappropriate language. This can either be on a discussion board or in email.
- Use emoticons to smooth online communication. Emoticons are keyboard produced pictorial representations of facial expressions used in e-mail or discussion boards to indicate an emotion or attitude, as to indicate intended humor [:-)].
- Don't SHOUT. Use of all capital letters and exclamation marks indicates SHOUTING.
- Spelling and grammar do count! Avoid grammatical and spelling errors by using Spelling and Grammar checker tools when they are available.
- Do a quick check of the discussion board or course site before posting or emailing questions to see if the question you are about to ask or the article you just read and were about to post has already been posted.
- Keep your posts on-topic and on the proper board. Keeping messages on topic will help with the organization and readability.
- Share expert knowledge. Post resources on how you found information.
- Avoid sending large attachments through email unless someone has specifically asked for it.
- When replying to an email message, don't “Reply to All” unless it's necessary. Also, only attach the portion of the original email that you are responding to. Do not attach the entire message when it's not necessary.

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson online courses are expected to behave professionally by adhering to these standards of conduct:

- Never transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever feel as though our online classroom is inappropriate or uncomfortable, please first contact your instructor with your concerns.

Additional Notes Regarding the Course:

Student Learning:

What matters most in any course is what you actually learn. Online learning allows you many different ways to learn, such as reading your textbook, following the hands-on practice in your assignments, communicating with your classmates and your instructor, and discovering other resources across the Internet. If you actively participate in your course, you will get constructive feedback to help you with your learning. Stay active in your course and focused on your learning to get the most out of it. Students who do well in this class are those who stand out in the following areas: **professionalism** (e.g. good communication, promptness, courtesy toward others), **work quality** (e.g. depth, rigor, clarity), **initiative** (e.g. going above-and-beyond on assignments, adding value to the class), **leadership** (e.g. providing vision for group work, coordinating efforts, making a meaningful contribution), and **creativity/innovation** (e.g. taking unique approaches to assignments, thinking outside-the-box, coming up with new ideas). If you excel in these areas and contribute something of value to the class, we'll have a great semester!

Course Syllabus Agreement:

If you disagree with any of the policies or procedures outlined above or cannot accept the demands of the course (i.e., the amount of time/work required), you should drop the course as soon as possible. By staying in the course, you agree to comply with all the policies and procedures described in this syllabus. Occasionally, circumstances require the instructor to change the syllabus. Should the instructor find a change necessary, you will be notified as soon as possible.