

Clemson University
College of Behavioral, Social, and Health Sciences
Department of Parks, Recreation, and Tourism Management
PRTM 8080 – Behavioral Aspects of Parks, Recreation and Tourism Management
Spring 2019
Section 001
CRN: 14213

Instructor	Dr. Lauren Duffy
Email	lduffy@clermson.edu
Office	294 Lehotsky Hall
Office Hours	By appointment only
Course Time	T/TH 12:30 – 1:45pm
Course Location	Lehotsky 285

Course Description

PRTM 8080 Behavioral Aspects of Parks, Recreation and Tourism Management 3(3,0) Behavioral aspects of recreation, focusing on the social and psychological dimensions of the recreation experience in a variety of environments and activities. Pre-requisites: Graduate student standing

This is a Critical Thinking Seminar (CT2) that is designed to actively engage you in thinking deeply about various issues related to parks, recreation, and tourism management. Critical thinking is not about merely learning about content, but having the ability to think clearly and rationally. 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.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Recognize how a philosophy of science determines a researcher’s approach to studying the leisure and critique how each discipline (i.e., biology, psychology, sociology, social-psychology, etc.) addresses leisure behavior.
2. Identify types of theoretical statements/models and construct theoretical statements/models related to leisure behavior.
3. Describe and analyze perspectives towards leisure behavior that have dominated the formal literature within the field.
4. Demonstrate how to be an effective graduate student, including how to find and document evidence-based references (i.e., how to use the research components of the library), write in a sound technical and scientific style that engages in careful, evidence-based discussions, and begin to formulate a solid research question that might become the focus of the student’s terminal project.

Required Text

Required readings and material will be posted to Canvas.

Canvas: All important material will be posted on the course site on Canvas, including announcements, readings, assignment instructions, etc. It is your responsibility to check Canvas on a regular basis to stay up to date with this course. I recommend leaving your email notifications active for course announcements. If you are new to Canvas, please visit www.clemson.edu/canvas to login and access other Canvas resources.

Laptop/Tablets: I prefer minimal use of laptops and tablets in class. I recognize the desire to not print all the articles used in the course, but I am also aware of the research that continues to demonstrate increased levels of comprehension with handwritten notes and more intimate notation alongside hard copy versions of articles. Nevertheless, I ask that you use these devices wisely and please don't be distracting to others in class.

Course Assignments & Grading Procedure

Late Penalty Policy: All assignments are due by their deadline to be eligible for full credit. Assignments turned in after the due date and time, will be subject to the following late penalties: one letter grade for each day it is late which begins immediately following the class period in which it is due.

Attendance and Active Participation	60
Discussion Leader (2 @ 25pts each)	50
Evaluative Critiques (14 critiques at 10pts each)	140
Typology Paper	50
(MS students) Total	300
<i>**PhD Students only – Seminal Reading Responses</i>	50
(PhD students) Total	350

- 1. Attendance and Active Participation.** Students are expected to attend and participate in class (see attendance policy). Each class will be facilitated by the instructor and discussion leaders; typical classes will include some lecture, but mostly discussion and other class activities. Contribution to the discussion is necessary and expected. All assigned readings should be completed before the class meeting in which they are due. Other in-class activities or take-home assignments may be given throughout the semester that are assigned point value.
- 2. Evaluative Critiques.** Each week the class will be assigned 3-4 articles to read. You will need submit an evaluative critique about each of the readings that are due. A quality evaluative critique demonstrates that you have read the reading and understand the concepts/theories in the reading(s). The evaluative critique will consist of:
 - 1) Describing the (3 to 5) main points of the reading; *What is the significance of the reading and the points they are making?*
 - 2) Applying of the information; *What can you do with this information and how can you connect it to your own area(s) of interest?? (per Fran's comments in 8010: This gets us to the heart of the material. We will find out how to apply it and use it in our research and services. If we can't answer this question, we are doomed).*
 - 3) Identifying concerns about the validity of the idea and argument; *does the argument have logical fallacies? Can the research be trusted? Are there other ways to think about the problem? How could their research/ argument be strengthened?*
 - 4) Creating three substantive questions you would like addressed. The questions should be carefully crafted, demonstrating how you have thought about the content of the paper, but wish further clarification. *What does this paper leave you left wondering about?*

Two to four well-crafted paragraphs should cover this activity for each article – in this regard, less can be more if they are quality critiques. These critiques are due before our class meetings every Tuesday. **The Evaluative Critiques will be completed and submitted in teams of three.** It is expected that each student will read all articles and contribute to the written critiques (vs. dividing and conquering). I'm looking for critiques that have clearly engaged with the different perspectives of the students (for example, how you each apply the information may elicit a disciplinary response). However, I also expect that these papers to be compiled in a thoughtful, well-written way. This means that you will be working to integrate your ideas together in a your response. This will be challenging. The purpose of the evaluate critiques are to help students identify important information and critical

evaluation of the ideas presented in the class. They are also meant to help students improve their writing, consider different perspectives, and improve their comprehension of the readings.

3. **Discussion Leaders.** In your teams of three, you will be assigned two different weeks throughout the semester in which your group will lead the discussion based on the topic and readings given for the week. Each team will be expected to develop discussion questions to present to the class, and as well, may use other creative means for helping discuss the topics at hand. Because this is a graduate seminar, it is not ideal to lecture but rather, find strategies to move the discussion forward and push people in their thinking about certain topics. A sign up list will be distributed in class – groups should lead a discussion in the first half of the semester, and one in the second half. Groups will be evaluated on their preparedness and organization, mastery of the content, and strategies for engaging the class.
4. **Typology Paper.** Your final project will be a tightly written conceptual or theoretical paper that seeks to integrate two or more social science theories or conceptual frameworks to help explain a behavioral phenomenon related to PRTM. More details will be provided in class.
5. **Ph.D. Seminal Reading Response.** To elevate the class discussion, and to engage with authors of seminal works that have had significant impact on the leisure, parks, recreation, and tourism fields, PhD students read the works in their original forms as opposed to only reading the interpretations of the works through other scholars who have adopted the theories and frameworks. Each week there will be two PhD students who will develop a ½ to 1-page handout for their colleagues that articulate the importance of the article. These can include the sections of the Evaluate Critiques but may also deviate from the format in an effort to help explain and translate these deeper (and largely more abstract) ideas to the rest of the class. In addition to connecting with seminal works, the purpose of these responses is to help the PhD students get into the practice of taking difficult topics and teaching them to other students. That is, what is presented in the Reading Response handout should consider the audience and how to help them also understand the topic.

Grading Scale:

A	(90 – 100%) Excellent, innovative, well-written, creative work of a very high character, the highest grade given
B	(80 – 89%) Good work that is definitely above average, competent, and thoughtful.
C	(70 – 79%) Fair work of average or medium character that meets the minimum requirements.
D	(60 – 69%) Passable work but below average, unsatisfactory, and inadequate; the lowest passing grade.
F	(59% and below) Unacceptable quality of work; Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.
I	Incomplete indicates that a relatively small part of the semester’s work remains undone. Grade I is not given to a student who made a grade of F on his/her daily work. The incomplete grade is calculated as an F in the student’s GPA until the work is made up and a final grade is assigned. Students are allowed thirty days after the beginning of the next scheduled session excluding summers and regardless of the student’s enrollment status, to remove the incomplete grade, normally only one extension for each I may be granted, and this is under unusual circumstances. The extension must be approved in writing by the instructor of the course and the chair of the department in which the course was taken. The extension will indicate the nature and amount of work to be completed and the time limit (students under this policy are prohibited from removing the ‘I’ by repeating the course). A letter grade of I converts to F unless the incomplete is removed within the specified time.

Tentative Schedule**

Topics	Dates	Readings	Discussion Leaders
Thinking Big	Thurs Jan 10	Introductions	Lauren
Research, Behavior, and Researching Behavior	Jan 15 – 17	<p>Ponterotto, J. (2005). Qualitative Research in Counseling Psychology: A Primer on Research Paradigms and Philosophy of Science. <i>Journal of Counseling Psychology</i>, 52 (2), 126 – 136.</p> <p>For Thursday Jan 17 The Replication Crisis: https://en.wikipedia.org/wiki/Replication_crisis (no kidding, this is Wikipedia; also, go down a rabbit hole in the references and locate and read at least one more article on the topic)</p> <p>PhD Reading addition: Thoits, P. A. (1995). Social psychology: The interplay between sociology and psychology. <i>Social Forces</i>, 73(4), 1231-1243.</p>	Lauren
Unpacking leisure behavior: categories and structures of leisure	Jan 22 – 24	<p>Stebbins, R. A. (1982). Serious leisure: A conceptual statement, <i>Pacific Sociological Review</i>, 25, 251-272.</p> <p>Stebbins, R. A. (1997). Casual leisure: A conceptual statement, <i>Leisure Studies</i>, 16(1) 17-25.</p> <p>Stebbins, R. A. (2005). Project-based leisure: theoretical neglect of a common use of free time. <i>Leisure Studies</i>, 24(1), 1-11.</p> <p>PhD Reading additions: Stryker, S., & Burke, P. J. (2000). The past, present, and future of an identity theory. <i>Social psychology quarterly</i>, 284-297.</p>	Mikayla, Cait, Felipe
Unpacking leisure behavior: Motivations	Jan 29 – 31	<p>Gunter, B. G. & Gunter, N. C. (1980). Leisure styles: A conceptual framework, <i>The Sociological Quarterly</i>, 21(3), 361-374.</p> <p>More, T. A. & Averill, J. R. (2003). The structure of recreation behavior, <i>Journal of Leisure Research</i>, 35(4) 372-395.</p> <p>Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. <i>American Psychologist</i>, 55(1), 68-78.</p> <p>PhD Reading additions: Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. <i>Psychological review</i>, 84(2), 191.</p>	Ryan, Reddy, Mahmoud

Topics	Dates	Readings	Discussion Leaders
Adaptive Unconsciousness, Biology, and behavior	Feb 5 – 7	<p>Wilson, T. D. (2004). Chapter 2: The adaptive unconscious, in <i>Strangers to Ourselves</i>: Cambridge: Belknap Press.</p> <p>Kluger, J. (2018). How to tame the wild inside of you. <i>TIMES</i>, December 2018, p. 10 – 17).</p> <p>Chapter One: Thrills: Getting high on life In D. Hamer & P. Copeland, <i>Living with Our Genes: Why they matter more than you think</i>, New York: Doubleday. pp 27-53</p> <p>PhD Reading additions: Mead, G. (1934). <i>Mind, Self, and Society</i>. Chicago: University of Chicago Press.</p> <p>Cooley, C. <i>Self as sentiment and reflection</i></p>	Becca, Anna, Anup
Positive Psychology and leisure	Feb 12 – 14	<p>Enrenreich, B. (2009). <i>Bright-sided</i>. Chapter 6, <i>Positive Psychology: The Science of Happiness</i></p> <p>Mock, S., Mannell, R., & Guttentag, D. (2016). <i>Psychology of leisure, positive psychology, and psychologizing leisure theory</i>. In Walker, G. J., Scott, D., & Stodolska, M. (2016). <i>Leisure matters: the state and future of leisure studies</i>. Sagamore Publishing.</p> <p>Stebbins, R. A. (2001). The costs and benefits of hedonism: Some consequences of taking casual leisure seriously. <i>Leisure Studies</i>, 20, 305-309.</p> <p>PhD Reading addition: Blumer, H. (1987). <i>Symbolic Interactionism: Perspective and Method</i>. --- Notes and Reviews, not the actual article.</p> <p>Hochschild, A. (1979). <i>Emotion Work, Feeling Rules, and Social Structure</i>. <i>American Journal of Sociology</i>, 85 (3), p. 551 – 575 ** Was not in the handout 1/15/19</p>	Lauren
Culture, Consumption, and Socialization	Feb 19 – 21	<p>Murray, J. & Ozanne, J. (1991). The Critical Imagination: Emancipatory Interests in Consumer research. <i>Journal of Consumer Behavior</i>, 18, p. 129 – 143.</p> <p>Larsen, V. (1992). A critique of critical theory: Response to Murray and Ozanne’s “The Critical Imagination”.</p> <p>Tebbe, J. (2016). 21st Century Victorians. https://www.jacobinmag.com/2016/10/victorian-values-fitness-organic-wealth-parenthood/</p> <p>PhD Reading addition:</p>	Breida, Katie, Andrew

Topics	Dates	Readings	Discussion Leaders
		Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. <i>Academy of management review</i> , 14(1), 20-39.	
Culture, Consumption, and Socialization	Feb 26 – 28	No Readings – Guest Discussant: Dr. Rasul Mowatt TALS Conference – No class February 28	
Constraints and the Life Course	March 5 – 7	Jackson, E. L. (1988). Leisure constraints: A survey of past research, <i>Leisure Sciences</i> , 10(3), 203-215. Kleiber, D. A., McGuire, F. A., Aybar-Damali, Db, & Norman, W. (2008). Having more by doing less: The paradox of leisure constraints in later life. <i>Journal of Leisure Research</i> , 40, 343-359. Dionigi, R. A., Horton, S., & Baker, J. (2013). Negotiations of the ageing process: older adults' stories of sports participation. <i>Sport, education and society</i> , 18(3), 370-387. PhD Reading addition: Elder Jr, G. H. (1994). Time, human agency, and social change: Perspectives on the life course. <i>Social psychology quarterly</i> , 4-15.	Haley, Shante', John, Heather
Constraints and Social Structures	March 12 – 14	Discussion skills reading: Generalizing, stereotyping, and social science. In J. M. Charon (2002). <i>The Meaning of Sociology</i> , Upper Saddle, NJ: Prentice Hall Shaw, S. M. (1994). Gender, leisure, and constraint: Towards a framework for the analysis of women's leisure. <i>Journal of leisure research</i> , 26(1), 8-22. Shinew, K. & Floyd, M. F. (2005). Racial inequality and constraints to leisure in the post-civil rights era: Toward an alternative framework. In E. J. Jackson (Ed.) <i>Constraints to Leisure</i> , State College: Venture Publishing PhD Reading additions: Kohn, M. L. (1989). Social structure and personality: A quintessentially sociological approach to social psychology. <i>Social Forces</i> , 68(1), 26-33. Hughes, L. That Powerful Drop. Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. <i>American sociological review</i> , 747-776.	Shelby, Taylor, Marc
	March 19 – 21	Spring Break	

Topics	Dates	Readings	Discussion Leaders
	March 26 - 28	TBD	Olivia, Abby, Ellen
	April 2 – 4	TBD	
	April 9 – 11	TBD	
	April 16 – 18	TBD	
	April 23 – 25	TBD	
	April 29 (Mon) 3 – 5:30pm	Final Paper due 5:30pm	

Course Policies

1. Attendance Policy: Attendance is necessary and it is my expectation that you are present for class. Missed assignments/ points can only be made up with a valid excuse (e.g. death in immediate family, illness/ injury with an appropriately dated doctor's note*, university sanctioned activity, etc.). Other absences that are planned in advance, communicated with me clearly, and are for good reasons (what is considered a good reason will be evaluated on a case by case scenario) may be considered if points need to be made up. If you know you will miss several classes (due to conferences, data collection, and other professional development opportunities), it is your responsibility to communicate with me in advance. If deemed appropriate, alternative ways to make up missed class discussions will be given. However, excessive absences that are detrimental to your participation in class may affect overall performance in class may require a more detailed plan of action; this should be dealt with by the student, instructor, and the student's advisor.
2. Communication: Email is the quickest way to get hold of me. Make sure you include the course title in the subject line. Also make sure that you address your email appropriately: if you do not provide a subject line, do not address me by name, do not sign your own name, or otherwise do not take time to craft a well-constructed email, I may not respond. Please contact me selectively for emergencies and questions that cannot wait. **Please note that I may not respond immediately on the weekends, 2am in the morning, or 30 minutes before assignments are due; please plan accordingly.**
3. Instructor Tardiness: If the instructor is more than 15 minutes late to class, I expect the students to organize and continue with class.
4. VA Educational Benefits: This link provides you with information about the Veterans Administration Education Benefit program at Clemson University: <http://www.registrar.clemson.edu/html/veteran.htm>
5. Accommodations for students with disabilities: Students with disabilities who need accommodations should make an appointment with Student Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemson.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.
6. Inclement/Bad Weather Policy: Class will only be cancelled if the university officially closes campus. Normally the university does not cancel classes due to bad weather. On those rare occasions when conditions indicate that a delay or a cancellation is necessary, an official announcement will be broadcast on local television stations. It is your responsibility to find out the status of campus closings before class and it is ultimately your responsibility to make a decision about your personal safety for traveling to and from campus.
7. Drop/Withdrawal Dates for Semester: **The last day to drop a class or withdraw from the University is March 15, 2019.** If you do not plan to take this course you must officially drop or withdraw from this course.
8. Cell Phone Policy: Cell phones should not be used during class. **Participation points will be deducted for repeat offenders.**
9. Respect & Inclusivity: There will be zero toleration for acts of disrespect to myself or fellow classmates. Any students causing disruption will be asked to leave; continual disruption will result in withdraw from the class. **Period.** I will also

do my best to ensure an inclusive atmosphere for all people, regardless of race, creed, religion, gender, race, political affiliation, sexual orientation, or gender identity.

10. The Clemson University Title IX (Sexual Harassment) Statement: 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 (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) 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 and is also the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).

11. Academic Integrity Policy: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. Cheating includes but is not limited to giving or receiving answers on assignments and test or using any materials or aids pertinent to assignments and tests without permission of the instructor. Any forms of cheating will be penalized under the discretion of the instructor.

“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.”

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

6. Plagiarism: **It is your responsibility to understand what constitutes plagiarism.** Plagiarism is defined as the intentional act of representing the words of another, as one's own in any academic exercise. Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web-sites, as one's own work. Works that include copied sentences or paragraphs without proper citations, as well as entire articles, sections of books, periodicals, web articles, work from other students, and work you have previously submitted for a grade, are all considered forms of plagiarism. **Plagiarism is grounds for failing assignments and the course.** All students at Clemson University are responsible for knowing the rules governing academic conduct. All written assignments will be submitted to Turnitin.com and saved within the repository.

Resources on plagiarism:

<http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

<http://www.clemson.edu/academics/academic-integrity/integrityfaq.html>

<https://www.indiana.edu/~istd/examples.html>

12. Writing-style Requirements: All formal written assignments requiring citations should follow APA (6th edition) guidelines for writing. If you are considering graduate school, I would recommend purchasing the APA 6th Edition Manual now (<http://www.apastyle.org/>). Otherwise, they are for checkout in the library and much of the information can be found online. On written assignments, points will be deducted for excessive grammatical errors so please seek help from the writing center if necessary.

In-text Citations (just a couple common formats):

1. According to Kerns (2000) the quality of online surveys has vastly improved. *(not a direct quote)*

2. The quality of online surveys has vastly improved (Kerns, 2000). *(not a direct quote)*

3. Krippendorff (1982) stated that, “There are many kinds of travel – from those designed for the masses of tourists, to anonymous journeys following set patterns” (p. 37). *(direct quote)*

4. “There are many kinds of travel – from those designed for the masses of tourists, to anonymous journeys following set patterns” (Krippendorf, 1982, p. 37). (*direct quote*)

Format for References:

Website:

Kerns, I. (2000). E-surveys quality ranks higher than print. Retrieved on March 6, 2005 from <http://www.aspe.org/archives/2000/02esurveys.html>.

Journal Article/ Academic Paper:

Krippendorf, J. (1982). Towards new tourism policies: The importance of environmental and socio-cultural factors. *Tourism Management*, 3(3), 135-148.

Book:

Becker, E. (2013). *Overbooked: The exploding business of travel and tourism*. New York: Simon & Schuster.

Other online resources for APA formatting:

<http://owl.english.purdue.edu/owl/resource/560/01/>

http://media.clemson.edu/library/all_subjects/styleguides/apa.pdf

***Peer-reviewed articles** (aka: journal articles, manuscripts, work that has been reviewed by experts in the field) include articles that can be located using an academic search engine such as EBSCO, Academic Search Complete, LexisNexis, Google Scholar, etc. Be mindful that even though some reputable news reports may be included in the search results (e.g. New York Times), they are NOT considered peer-reviewed articles. You should not use Wikipedia and personal blog posts as resources in written papers.

13. **Other Academic Support Services:** Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- Academic Success Center <http://www.clemson.edu/asc/staff.html>
- The Writing Center <http://www.clemson.edu/centers-institutes/writing/>
- Clemson Online Library Guides <http://libguides.clemson.edu/distanceed>
- Online Library Resources <http://www.clemson.edu/library/>
- Academic Advising <http://www.clemson.edu/academics/advising/index.html>
- Registrar <http://www.registrar.clemson.edu/html/indexStudents.htm>

14. **Psychological and nutritional care:** Any student who is experiencing difficulty with their mental health, struggling with substance use and abuse, experiencing violence, or having suicidal thoughts is encouraged to seek assistance with Clemson University’s Counseling and Psychological Services (CAPS). Services are confidential. Information about services is available here: <https://www.clemson.edu/campus-life/student-health/caps/index.html>. Any student who is facing food insecurity and believes this may negatively impact their wellbeing and performance in this course is encouraged to visit the Paw Pantry on the 5th floor of the University Union. The Paw Pantry is an on-campus food pantry and resource center available free of charge to any Clemson student with a valid CUID. Congruent with Clemson’s ethic of care for one another, the pantry strives to ensure students’ foundational and nutritional needs are met. Hours of operation are: Wednesday 9am-12pm; Friday 2pm-5pm; and Sunday 5pm-8pm or upon request.

Syllabus Disclaimer:

By staying enrolled in this course, you are agreeing to any and all of the policies or procedures spelled out above. If you cannot accept the demands of the course (i.e., the amount of time and work required), you need to drop the course as soon as possible. Your instructor should be your first point of contact and support for any questions or concerns you have about this online course.