I. Course Description:

Individual Games & Sports is a two-credit course offered by the Department of Kinesiology and Health Science. It is a professional activity course that provides experiences that lead to a general understanding of selected individual sport and lifetime activities. The knowledge, skills, and abilities derived upon successful completion of this course will aid the student in his/her development as a participant and as a future physical educator relating to the selected individual sport and lifetime activities.

II. Intended Learning Outcomes / Goals / Objectives (Program/ Student Learning Outcomes):

The course aligns with the Perkins College of Education mission and core values by providing future physical education teachers with opportunities to learn traditional as well as new as well as multi-cultural individual games through innovative pedagogical instructional models.

This course aligns with:

National Standards for Initial Physical Education Teacher Education (2008)  
National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence*
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

SFA B.S. Kinesiology Program Learning Outcomes (PLOs):

1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.
This course links with PLO #1, #4, #5.

**Student Learning Outcomes (Course Objectives)**
Upon completion of the course, each student will be able to:

1. Demonstrate proficient skill execution in a variety of individual games and sports (NASPE 2, PLO 1, 4).
2. Demonstrate an understanding of the tactical similarities between a variety of individual games and sports through experiences in game play and modified game play (NASPE 1, 2, PLO 1, 4).
3. Demonstrate a tactical understanding of games by selecting and performing the necessary skill and/or movements required to solve tactical problems that occur during game play (NASPE 1, 2, PLO 1, 4).
4. Demonstrate an understanding of rules and procedures of games and sports by applying them during game play and within more abstract settings (NASPE 1, PLO 1, 4, 5).
5. Demonstrate behaviors that indicate sensitivity for the uniqueness of others as well as the belief that all students can learn and contribute to group tasks (NASPE 6, PLO 4).
6. Demonstrate an understanding of professional behavior by interacting respectfully with others and cooperating in the set-up, takedown, and care of equipment and facilities (NASPE 6, PLO 4).
7. Demonstrate concern for his or her own development of game and sport performance and view it as a requisite for teaching as a professional physical educator (NASPE 2, PLO 5).
8. Demonstrate concern for their classmate’s game/sport performance development and view it as a requisite for the maintenance of optimal learning environment in PE (PLO 5).
9. Be able to accurately conduct game/sport performance analyses for a variety of individual games including detection/correction of performance errors (NASPE 1, PLO 1).
10. Exhibit a basic understanding of the proper progression of skills and tactics from simple to complex as related to a variety of individual games and sports (NASPE 1, PLO 1, 5).
11. Demonstrate understanding of current technology by completing assignments and assessments that require operation of video and computer equipment (NASPE 1, PLO 4).
12. Understand how to enhance game performance at different developmental levels (PLO 1, 4, 5).
13. Identify major tactical problems for scoring, prevention of scoring and restarting play in a variety of individual games and sports (NASPE 1, 2, PLO 4).
14. Demonstrate dispositions essential to becoming effective professionals (NASPE 6).
15. Utilize the reflective cycle to change teaching performance after leading mini-lessons (NASPE 3,4,5).

Assessments in this course align with the following additional professional teacher education related standards:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>NASPE- National Association for Sport and Physical Education</th>
<th>CAEP- Council for the Accreditation of Educator Preparation</th>
<th>ISTE- International Society for Technology in Education</th>
<th>InTASC- Interstate Teacher Assessment and Support Consortium</th>
<th>TX-Education Commissioner Educator Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill and Gameplay Analysis</strong></td>
<td>1.1,1.2,1.3,1.5</td>
<td>1.1, 1.3, 4.2</td>
<td>2d,3a,3d,4c,5b</td>
<td>4j,4k,4l,4n,4o</td>
<td>5i,6j,6q,</td>
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<tr>
<td>Teacher Candidates (TCs)</td>
<td>2.1, 2.3</td>
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<tr>
<td>demonstrate the ability to perform, observe, analyze, and remediate skills in a variety of individual games and activities to improve performance in individual games and sports. Some skill performance will be videotaped in class using IPAD technology while other skills/gameplay will be performed live and students will provide a partner with a feedback</td>
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<tr>
<td>• Documentation: Skill Analyses –</td>
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<td>• Analysis of individual</td>
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<tr>
<td>performance</td>
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</table>
- Identify errors in individual performance
- Behaviors & practices to remediate individual performance

**Documentation:**
Game Performance Assessment Instrument (GPAI) score sheet(s)
- GPAI self and peer assessments sheet with ratings completed
- A concluding statement of the player (strengths and weaknesses) in general based upon your observations throughout game play

**Quizzes**
Demonstrate knowledge of course content through online quizzes

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>Quiz 2</th>
<th>Quiz 3</th>
<th>Quiz 4</th>
<th>Quiz 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Major tenets of and rationale for using A Tactical Games Approach for teaching Net/Wall and Target Games (inquiry based teaching style)</td>
<td>1.1,1.2,1.3,1.4,2.1,2.3,3.3,3.4,3.6,4.1,4.2,4.3,4.4,4.5,4.6</td>
<td>1.1,1.3</td>
<td>3a</td>
<td>4j,4k,4l,4n,4o,5i,5s,7j,7k,7n</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Quiz 3</td>
<td>Quiz 4</td>
<td>Quiz 5</td>
<td></td>
</tr>
<tr>
<td>• Rules, skills, tactics for pickleball gameplay</td>
<td>1.1,1.2,1.3,1.4,2.1,2.3</td>
<td>1.1,1.3</td>
<td>3a</td>
<td>4j,4k,4l,4n,4o,5i,5s,7j,7k,7n</td>
</tr>
<tr>
<td>• Rules, skills, tactics for badminton gameplay</td>
<td>1.1,1.3</td>
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<tr>
<td>• Rules, skills, tactics for modified Peteka gameplay</td>
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<tr>
<td>• Rules, skills, tactics for golf gameplay</td>
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</table>

**Professional Resources Assignment**
For individual games and sports, demonstrate the ability to identify professional resources.
Resources Documentation using APA style:
- Two Internet resources
- Two magazine resources or professional journal resources (e.g. JOPERD)
- Two video resources
- Two physical education pedagogy book resources

| Professional Resources Assignment | 1.1,1.2,1.3,1.5 | 1.1,1.3 | 3a, 3d,4a,5a | 4j,4k,4l,4o,4p,4q |

**Game Creation Project**
TCs demonstrate understanding of individual games and sports by working with a small group to create their own game/activity, teach it to a small group of peers and use imovie ipad technology to creatively portray

| Game Creation Project | 1.1,1.2,1.3,1.5,2.1,2.3,3.3,3.5,3.6,3.7,4.1,4.2,4.3,4.4,4.5,4.6 | 1.1,1.3 | 1b,1c,1d,1e,1f,1g,1h,1i,1j,1k,2a,2c,2j,2m,3a,3c,3d,3f,5g,5i,5j,5k,5l,3m,3n,3q,3r,4a,4d,4f,4h,4j,4l,4o,4p,4r,5i,5l,6n,7a,7c,7e,7j,7k,7l,7n,7p,7q,8a,8b,8c,8d |
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Skill and Gameplay Analysis (20%) - Demonstrate the ability to perform, observe, analyze, and remediate skills to improve performance in individual games and sports. Some skill performance will be videotaped in class while other skills will be performed live and students will provide a partner with appropriate feedback.

Quizzes (20%) - Demonstrate knowledge of course content.

Professional Resources (10%) - For individual games and sports, demonstrate the ability to identify professional resources.

Game Creation Project (20%) - demonstrate your understanding of individual games and sports by working with your team to create your own game/activity.

Mini-Lesson (20%) – Demonstrate in-depth understanding using an inquiry based teaching style by teaching a mini-lesson to a small group.

Attendance (10%) - Attendance is essential to becoming effective professionals.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th></th>
<th>Skill Analysis &amp; Game Play Analysis</th>
<th>Quizzes/Daily work</th>
<th>Professional Resource list</th>
<th>Game/Activity Creation Project</th>
<th>Mini-Lesson</th>
<th>Attendance DATs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>100%</td>
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</table>

Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, 59 & below F

Note: This course requires a minimum grade of C for graduation.
V. Tentative Course Outline / Calendar:

(SEE BELOW)
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Intro, Ice breakers, Review Syllabus Tactical Games Explanation &amp; Review (notes) Throwball Loseit.com Daily Application Task 1</td>
<td>Readings provided online</td>
</tr>
<tr>
<td>Week 2</td>
<td>Paddleball/Pickleball : Maintaining a rally/setting up to attack-by creating space on the court---forehand, backhand, drop shot, serve Create Sport Education Teams Daily Application Task 2</td>
<td>Quiz 1</td>
</tr>
<tr>
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<td></td>
<td>Skill Analysis</td>
</tr>
<tr>
<td>Week 3</td>
<td>Paddleball/Pickleball Creating space as a team (doubles) Sport Education Team Roles, Practice creation_IMPLEMENTATION Duty team clinic Daily Application Task 3</td>
<td>Pickleball Reading</td>
</tr>
<tr>
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<td>Quiz 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Peteka Maintaining a rally/setting up to attack by creating space on the opponents side of the net, Winning the point, Defending space</td>
<td>Peteka Reading</td>
</tr>
<tr>
<td>Week 5</td>
<td>Peteka- variations (doubles and triples play) Maintaining a rally/setting up to attack by creating space on the opponents side of the net, Winning the point, Defending space</td>
<td>GPAI Skill Analysis</td>
</tr>
<tr>
<td>Week 6</td>
<td>Badminton Maintaining a rally/setting up to attack by creating space on the opponents side of the net –clear, drive, dropshot, serve</td>
<td>Badminton Reading Peer teach to a small group (lesson plan provided)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Badminton— Winning the point—volley, smash Defending space – recovery to home base Doubles play</td>
<td>Peer teach to a small group (lesson plan provided)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Badminton— Defending space – recovery to home base Doubles play</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Week 9</td>
<td>Intro to target games Bocce, Shuffleboard</td>
<td>Bocce, Shuffleboard Reading</td>
</tr>
<tr>
<td>Week 10</td>
<td>Target games continued Tactical problems, decisions and skills</td>
<td>Golf Reading</td>
</tr>
<tr>
<td>Week 11</td>
<td>Golf Tactical problems, Decisions, and skills</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>Week 12</td>
<td>Golf</td>
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<tr>
<td>Week 13</td>
<td>Golf Tactical Reality Golf</td>
<td>Skill Analysis</td>
</tr>
<tr>
<td>Week 14</td>
<td>Create a net/wall or target game project work</td>
<td>Project work-game creation</td>
</tr>
<tr>
<td>Week 15</td>
<td>Teams work on game creation project-use imovie to explain their game</td>
<td>Project work-learning imovie</td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>FINAL</strong> – imovie presentations</td>
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</tbody>
</table>

*Note: The instructor reserves the right to modify the course beyond the course syllabus.*
VI. Readings (Required and Recommended – including texts, websites, articles, etc.):


VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Students are expected to attend all classes and be on time. Attendance will be recorded. After 6 absences, each absence will deduct 5 percentage points off the total class average (TCA). A tardy is 1/3 of an unexcused absence. A student must notify the instructor prior to a university-sponsored trip that will cause an absence. Students should contact the office of Student Rights and Responsibilities (room 315 Rusk Bld., 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. Students will be allowed to makeup 3 weeks (6 days for a 2 day a week course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp). Makeup work for excused absences may consist of: written papers over missed material, online assignments, article searches, or others as assigned. No makeup work for unexcused absences will be given. Students who have 3 weeks (6 days) or more of excused and/or unexcused absences before the drop date will be required to drop the course. After the drop date, students with a total of 8 or more excused absences will be given a Withheld Grade (WH) and must retake the course within one calendar year from the end of the semester in which they receive a WH, or the grade becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

You may jeopardize your financial aid for this course if absences are excessive prior to the 12th Day Class.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND
Come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part.

**Class preparation is your responsibility.** Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments will have a minimum automatic 20% point deduction for each class period they are late. Assignments later than one week will not be accepted.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class
projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Program (formerly the Early Alert Program). This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Use of Tobacco Products:

The “use of all tobacco products is prohibited in the public areas of the Steen Library and in all indoor classrooms and laboratories.” (for full text see Food, Drink and Tobacco B-8) This includes chewing tobacco!

Insurance:

Physical activity by its very nature may put you at some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

Electronic Devices:

Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned OFF and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class.

Laptops may be used for NOTE TAKING ONLY. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as PDAs, iPods, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom.

General Classroom Civility:

Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period.
Technical Support:

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.