I. Course Description:

Study of fashion designers and the design process as it relates to apparel production. Contents include sketching, pattern development, fabrication, style terminology and advances in technology. Other topics include apparel factories, the job of fashion designer, sources of design inspiration, researching and communicating fashion trends, designing a successful garment, organizing a line, kinds of trim and their uses, and fashion design portfolios.

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

Faculty, staff, alumni and students of Stephen F. Austin State University believe in doing things “The SFA Way”, by expecting the best from ourselves and from each other. We hold each other accountable when we fail to maintain these standards. Five “root principles” upon which the SFA Way are grounded, and that the members of the SFA community use to strive for personal excellence in all that we do are: respect, caring, responsibility, unity, and integrity. More information about these principles can be found at [http://www.sfasu.edu/universityaffairs/182.asp](http://www.sfasu.edu/universityaffairs/182.asp).

The objectives of this course support the University Vision to be a “high quality, student-focused, comprehensive university whose graduates are productive citizens and successful leaders” and the University Mission to “provide students a foundation for success, a passion for learning and a commitment to responsible global citizenship”. Understanding the global nature of the fashion industry is particularly important for professionals in fashion merchandising to develop commitment to responsible global citizenship.

The objectives of this course support the James I. Perkins College of Education (PCOE) Vision, Mission, Goals and Core Values to “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development”. The PCOE values and goals are: 1) Academic excellence through critical, reflective, and creative thinking; 2) Lifelong learning; 3) Collaboration and shared decision-making; 4) Openness to new ideas, to culturally diverse people, and to innovation and change; 5) Integrity, diligence, and ethical behavior, and; 6) Service that enriches the community.

Student learning outcomes for fashion merchandising courses are aligned with the International Textiles and Apparel Association (ITAA) Four-Year Baccalaureate Program Meta-Goals—Industry Processes; Appearance and Human Behavior; Aesthetics and the Design Process; Global Interdependence; Ethics, Social Responsibility, and Sustainability; Critical, Creative, and Quantitative Thinking; and Professional Development.

**Program Learning Outcomes:**

The design of this course supports the Merchandising Program Learning Outcomes (PLOs) listed below:

1. The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.
2. The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
3. The student will demonstrate competence in his/her specific discipline using oral or written form.
4. The student will be knowledgeable of the trends in merchandising.
5. The student will know the global issues facing merchandisers.

**Student Learning Outcomes:**

This course supports the Merchandising Student Learning Outcomes (SLOs) listed below:
1. Become familiar with the job of an apparel designer.
2. Understand the techniques involved in fashion designing-sketching.
3. Gain knowledge of how a designer functions in the context of an apparel factory.
4. Practice skills in trend research and presentation.
5. Develop skills in sketching.
6. Gain knowledge of fashion and style terminology.
7. Relate information to working designers today.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of instruction will include lecture, discussion, and visual media. The course syllabus, course calendar, assignments, mail and grades will be available through Brightspace. In addition, students will complete all course exams in Brightspace on the assigned date. Students are expected to check the Brightspace course page and course email daily. In-class activities and a design project will require hands-on application of course concepts by students. In addition, the student will be required to complete six hours of documented community service during the academic semester.

Students are required to complete a total of six hours of community service documented by the facility in which the hours are completed. Merchandising faculty will assist in facilitating the connection between the student and the facility. The six hours of service will count for each course the student is enrolled during the current academic semester—not six hours per course enrolled.

1. Midterm Exam (Chapters 1-8) 100 points
2. Final Exam (Chapters 9-14) 100 points
3. Trend Board 100 points
   a. Research current/future trends in fashion/home interiors
   b. Create a trend presentation based on research
4. Mini Design Portfolio 100 points
   a. Students will practice fashion sketching and complete a portfolio
5. Weekly Design Activities (14 @ 20 points each) 280 points
   a. Students will complete one design activity/project each week which relates to the chapter’s content. These activities will either be completed during class or as take-home work.
6. Sketching Activities (7 @ 20 points each) 140 points
   a. Students will practice sketching in class and submit completed sketches as preparation for the Mini Portfolio assignment
7. Service Learning (6 hours per semester---documented) 60 points

Total Possible Points 880 points

IV. Evaluation and Assessments (Grading):

Evaluation and assessment will include assignments and tests listed above. Each student should strive to earn as many points as possible. The semester grade is based on a percentage of points earned.

<table>
<thead>
<tr>
<th>Grade Percentage:</th>
<th>Point Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – 90% and above</td>
<td>880-792</td>
</tr>
<tr>
<td>B – 89 to 80%</td>
<td>791-704</td>
</tr>
<tr>
<td>C – 79 to 70%</td>
<td>703-616</td>
</tr>
<tr>
<td>D – 69 to 60%</td>
<td>615-528</td>
</tr>
<tr>
<td>F – 59% and below</td>
<td>527 and below</td>
</tr>
</tbody>
</table>

Philosophy & Policy for Evaluation

Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, the student must go above and beyond the basic requirements of the assignment.

A (Excellent) Student’s work is of exceptional quality and the solutions show depth of understanding of the assignment requirements. Submission is fully developed and presented well both orally and graphically. The full potential of the
assignment has been realized and demonstrated. An “A” indicates work that is exceptional, out of the ordinary, and above and beyond what was required for the assignment. Hard work does not always yield this. Several “all-nighters” does not always yield this.

B (Good) Student’s work shows above average understanding and clear potential. All assignment requirements are fulfilled or exceeded and are clearly and concisely presented. Being in class every day does not always yield this.

C (Fair) Student’s work meets the minimum objectives of the course and solves major project requirements. Submission shows normal understanding and effort. Quality of submission, as well as the development of knowledge and skills is average. A “C” means you have done everything that was expected; you came to class, worked very hard, and generated a response to the assignment that was complete, average, and acceptable. It does not mean you have failed. Completing an assignment and working hard does not guarantee satisfactory results.

D (Poor) Student’s work shows limited understanding and/or effort. Minimum assignment requirements have not been met. Quality of submission or performance as well as development of knowledge and skills are below average.

F (Failure) Student’s work is unresolved, incomplete, and/or unclear. Minimum course objectives or assignment requirements are not met, and student’s submission shows lack of understanding and/or effort. Quality of submission is not acceptable. Merely completing a project does not mean it earns at least a passing grade.

Students should check their grade points at least once a week in the D2L course system. Any discrepancies in points must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

## HMS 233 Trend Board Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focal point/Theme:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>color, design or fabric</td>
<td>Visual focus (customer market)</td>
<td>Some visual focus</td>
<td>No visual focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well executed theme</td>
<td>Good theme</td>
<td>Poor theme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifiable trend</td>
<td>Identifiable trend</td>
<td>No identifiable trend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(color, design or fabric)</td>
<td>20 – 17</td>
<td>16 – 14</td>
<td>13 or less</td>
</tr>
<tr>
<td><strong>Professional presentation</strong></td>
<td>PDF file Excellent pixilation quality 20&quot;x30&quot; Professionally created Neat, free of flaws</td>
<td>PDF file Good pixilation quality 20&quot;x30&quot; Semi-professional Neat, some flaws</td>
<td>PDF file Poor pixilation quality Dimensions other than 20&quot;x30&quot; Unprofessional-looks amateurish</td>
<td>30 – 25</td>
</tr>
<tr>
<td></td>
<td>30 – 25</td>
<td>25 – 20</td>
<td>19 or less</td>
<td></td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Originality (80%) Excellent creativity in design/execution</td>
<td>Originality (80-60%) Creative use of graphics</td>
<td>Originality 50% or less Lacks creativity or imagination</td>
<td>25 – 20</td>
</tr>
<tr>
<td></td>
<td>25 – 20</td>
<td>19 – 15</td>
<td>14 or less</td>
<td></td>
</tr>
<tr>
<td><strong>Visual appeal</strong></td>
<td>Focal points Good proportion/balance Rhythm Excellent color contrast</td>
<td>Good use of space Good color contrast Some balance</td>
<td>Poor use of space Too busy Lack of color contrast No balance</td>
<td>25 – 20</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
MINI-PORTFOLIO EVALUATION CHECKLIST

Format: (4 points)
- Black binder or presentation folder
- Work placed in page protectors
- Name on front and spine of binder
- Neatness

CONTENTS

Lead Page: (3 points)
- Season and year (Fall/Winter 2019, Spring/Summer 2020)
- Designer (student's) Name
- Professional lettering/text

Design Statement: (6 points)
- Sentence and paragraph form
- Based on current predictions for the season
- Describes intended customer
- Describes essence of the group of designs
- Color/fabric story
- Tells key pieces or items

Fabric swatches: (8 points)
- Pressed
- Neatly trimmed with pinking shears
- 3”x3” in size
- Mounted on top edge only
- Fabric notes included
- Color story (5 or less colors)
- Some base/some novelty fabrics
- Appropriate hand, weight, pattern & texture for designs

Drawings of your designs: (75 points)
- 6 fashion figures with 12-24 pieces of sportswear shown
- Evidence of creativity
- Variety in style and color
- Common element, theme, cohesiveness
- Both fashion & basic pieces
- All pieces interchangeable
- Drawings in color (apparel, flesh, hair, & face)
- Appropriately accessorized
- Drawings signed by student
- Consistent orientation
- 1 to 3 figures per page
- Figure type, pose of croquis, faces and hairstyles that enhance design unit

Additional Materials: (4 points)
- Copy of digital trend board at back of binder
- Who is my customer worksheet
- Organizing the line worksheet
- Copy of evaluation checklist

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings, Activities, Exams, Due Dates</th>
</tr>
</thead>
</table>
| 1    | MLK HOLIDAY 1/21/19 
Introduction to course, Syllabus 
Chapter 1 - Designer: A Job Description | Chapter 1 
Design Activity 1 due in class 1/25 |
| 2    | Chapter 2 - Inspired to Design 
Chapter 3 - Working a Creative Problem | Chapter 2 
Design Activity 2 due in DropBox 2/1 
Chapter 3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Activity Due In</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/2/4-2/8</td>
<td><strong>Chapter 4 - The Design Process: Structural Design</strong>&lt;br&gt;Pass out Mini Portfolio supplies&lt;br&gt;Introduction to fashion sketching – body forms</td>
<td>Design Activity 3 due in DropBox 2/1</td>
</tr>
<tr>
<td>2/11-2/15</td>
<td><strong>Chapter 5 - The Design Process: Decorative Features</strong>&lt;br&gt;Sketching – fashion forms</td>
<td>Chapter 4&lt;br&gt;Design Activity 4 due in DropBox 2/8</td>
</tr>
<tr>
<td>2/18-2/22</td>
<td><strong>Chapter 6 - Designing the Line</strong>&lt;br&gt;Sketching – skirts and pants</td>
<td>Chapter 6&lt;br&gt;Design Activity 6 due in DropBox 2/22</td>
</tr>
<tr>
<td>2/25-3/1</td>
<td><strong>Chapter 7 - Visualizing the Customer</strong>&lt;br&gt;Sketching – shirts and jackets</td>
<td>Chapter 7&lt;br&gt;Design Activity 7 due in DropBox 3/1</td>
</tr>
<tr>
<td>3/4-3/8</td>
<td><strong>Chapter 8 - Trick the Eye with Optical Illusions</strong>&lt;br&gt;Sketching - dresses</td>
<td>Chapter 8&lt;br&gt;Design Activity 8 due in DropBox 3/8</td>
</tr>
<tr>
<td>3/11-3/15</td>
<td><strong>MIDTERM EXAM</strong>&lt;br&gt;Chapters 1-8&lt;br&gt;Trend Boards due...Dropbox...3/15/19&lt;br&gt;Trend Board showcase...critique...3/15/19</td>
<td>Midterm Exam (3/11 &amp; 3/13 if needed)&lt;br&gt;Trend Board due 3/15/19</td>
</tr>
<tr>
<td>3/18-3/22</td>
<td><strong>SPRING BREAK---SPRING BREAK---SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>3/25-3/29</td>
<td><strong>Chapter 9 - Designing the Fabric</strong>&lt;br&gt;Sketching – suiting</td>
<td>Chapter 9&lt;br&gt;Design Activity 9 due in DropBox 3/29</td>
</tr>
<tr>
<td>4/1-4/5</td>
<td><strong>Chapter 10 - Shaping Fashion</strong>&lt;br&gt;Sketching – patterns/fabric</td>
<td>Chapter 10&lt;br&gt;Design Activity 10 due in DropBox 4/5</td>
</tr>
<tr>
<td>4/8-4/12</td>
<td><strong>Chapter 11 - Details and Trim</strong>&lt;br&gt;Sketching - details</td>
<td>Chapter 11&lt;br&gt;Design Activity 11 due in DropBox 4/12</td>
</tr>
<tr>
<td>4/15-4/19</td>
<td><strong>Chapter 12 - Designing Menswear</strong>&lt;br&gt;Mini Portfolio work in class&lt;br&gt;EASTER BREAK---4/19/19---EASTER BREAK</td>
<td>Chapter 12&lt;br&gt;Design Activity 12 due in DropBox 4/17</td>
</tr>
<tr>
<td>4/22-4/26</td>
<td><strong>Chapter 13 - Designing Children’s Wear</strong>&lt;br&gt;Mini Portfolio work in class</td>
<td>Chapter 13&lt;br&gt;Design Activity 13 due in DropBox, 4/26</td>
</tr>
<tr>
<td>4/29-5/3</td>
<td><strong>Chapter 14 - The Design Process and Specialty Apparel</strong></td>
<td>Chapter 14&lt;br&gt;Design Activity 14 due in DropBox 5/3</td>
</tr>
<tr>
<td>5/6-5/10</td>
<td><strong>Mini Portfolio Due 5/6/19 in class</strong>&lt;br&gt;Final Exam Review</td>
<td>Mini Portfolio due 5/6/19&lt;br&gt;Service Learning Log Due 5/10/19 in Dropbox by 11:30 pm</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


FEM Statement:
In this course you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.LiveText/Watermark.com for a fee of $18.00 for a multiple year subscription.

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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: Found at http://www.sfasu.edu/policies/

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 (including the first 12 day attendance report) 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.

**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, 936-468-3004 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
- 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. 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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://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.texas.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:

University Policies and Information---This class will adhere to all applicable university policies. Students should read and be familiar with policies in the General Bulletin.

Assignments---To receive points for an assignment, it must be submitted AS INSTRUCTED, through the Brightspace DropBox or in class. To receive credit, any work must have the student name prominently displayed on the first page, or if in a folder or notebook, on the outside as well. Any work submitted to the instructor for grading must be neat and professional. Late work will automatically be penalized 5 points, even if it is only minutes late. It is your responsibility to submit your assignments on time. MISSING WORK SUBMITTED MORE THAN ONE WEEK AFTER ITS DUE DATE OR DURING DEAD WEEK WILL ONLY BE ELIGIBLE FOR HALF CREDIT. ABSOLUTELY NO STUDENT WORK WILL BE ACCEPTED AFTER THE LAST SCHEDULED MEETING TIME. In other words…no work may be submitted during finals exam week or thereafter.

Exams---Students are expected to be on-time to begin each exam. Those arriving late will not be granted additional exam-taking time. Those arriving after any other students have completed the exam and left the room will not be allowed to take the exam and will receive zero points for the exam. To begin the exam and during the exam period, the student work area must be cleared of all materials except the scantron answer sheet and/or instructor provided answer sheet and pencil or pen. All books and papers must be closed and stored out of sight beneath the seat or table. Cell phones must be turned off and stored out of sight during exams. No caps or sunglasses should be worn during exams. No electronic listening devices of any kind may be used during exams. Students may not leave the room then return again to finish an exam. If a student must leave the room, the exam must be turned in prior to exiting. Students must read and follow directions in filling in the scantron answer sheet correctly. Failure to fill out the form correctly may result in a penalty of up to 10 points. For exams taken electronically in Brightspace---you must complete the exam/quiz during the time which it is available in Brightspace. Please note that all exams/quizzes in Brightspace are timed and once the time expires, you will not be allowed to finish the exam or make any changes. Once the exam/quiz closes, you will no longer have access to it. If you fail to complete the exam during that window of time, you will receive a “0” for the exam/quiz grade.

Missing an Exam---According to university policy, serious personal illness or death in one’s immediate family are acceptable reasons for an exam to be missed. Zero points will be recorded for an exam when missed for unacceptable reasons. When an acceptable reason arises, to receive points, the student must notify the instructor PRIOR TO THE EXAM and provide written documentation/proof for the reason upon returning to class. Only if these two requirements are met, the grade earned on the final exam will be counted twice to replace the missed exam grade. This procedure applies to missing one exam only. All students must take the final exam at the official university-scheduled final exam time. Any requests for other times for the final exam must be for legitimate reason and must be submitted in writing at least two weeks in advance to allow approval through appropriate university channels. NO MAKE-UP UNIT EXAMS ARE OFFERED. Any extenuating circumstances must be discussed individually with the instructor during office hours or by appointment.

Use of Electronics (Cell Phones, Laptops, Tablets) ---Cell phone use is not allowed during class or exam time, unless otherwise instructed. Cell phones must be turned off and stored out of sight when class begins and remain off and out of sight until class is dismissed at each class meeting. Cell phones are a distraction to the instructor and to other students in the course…please be mindful of that! Laptops and tablets may be used in class for class purposes ONLY, except during exams. There may be times during which you are instructed to utilize laptops or tablets for in-class activities in order to enrich learning. However, the instructor has the right to ban computers for the remainder of the semester in the class if students are observed during any class meeting to be using devices for inappropriate purposes unrelated to class.
Honors Contracts---Any requests for honors contracts must be presented to the instructor, discussed, approved and submitted to the Honors office before the end of the third week of classes.