I. Course Description:
HAMG 3307 is designed to teach students how to effectively promote goods and services in the hospitality industry through the application of hospitality sales and marketing concepts, methods, and techniques. Areas of analysis include consumer behaviors, market research, and revenue management.

HAMG 3307 is a 3-credit hour, fully online class spanning 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week (150 minutes per week; 37.5 hours per 15-week semester). Primary source readings are woven into the content to support key concepts or provide perspective on hospitality and service promotions. In addition, students are required to complete quizzes and exams over the course content as well as completing multiple writing assignments and discussions that evaluate their ability to think critically. For every hour a student spends engaging with the content, he/she should expect to spend at least two hours completing associated activities and assessments (120 minutes per week; 30 hours per 15-week semester). A 2-hour final exam is given in week 16.

There are no prerequisites for this course other than being a junior classification or approved by advisor and instructor. There are no course fees associated with this course.

James I. Perkins College of Education Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Readings, lectures, and/or assignments of this class addresses the influence of diversity within the overall focus of this course. Example: Discussion on the different types of customer preferences on food, space, destinations, etc.

II. Intended Learning Outcomes/Goals/Objectives
The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs.

Vision
The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.
Mission
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:
1. Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
2. Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
3. Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
4. Maintain resources and facilities that allow each program to meet its expected outcomes.
5. Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
6. Engage in outreach services.
7. To address specific needs in the broader community.
8. To enhance student learning.
9. To instill commitment to service, and to promote the reputation of the University.
10. To conduct research to advance knowledge and to contribute to the common good.

Core Values
In the Perkins College of Education, we value and are committed to:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

This course supports the vision, mission, and core values of the James I. Perkins College of Education and the School of Human Sciences. It is one of the foundation courses for the Bachelor of Science in Hospitality Administration degree and aligns with the standards of AAFCS, the accrediting body of the School of Human Sciences.

Course Goals: Program Learning Outcomes (PLOs)
Resource Development: The students will demonstrate the use of appropriate technology and sustainability in the hospitality industry.
1. Professional Behavior: The student will exhibit the professional behaviors (strong communication skills, a professional image, a good work ethic, and adequate preparation for employment in his/her specific discipline) expected in the fields of Human Sciences and Hospitality.
2. Key Competencies: The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will also demonstrate competence in calculating, interpreting, and understanding ratios, financial statements, and budgets related to the hospitality industry.
3. Service Attitude: The student will demonstrate a positive service attitude.
Course Objectives: Student Learning Outcomes (SLOs)
This course is designed to provide students with an understanding of sales, marketing, and promotions in the hospitality industry. Upon successful completion of this course, students will be able to:

1. Explain careers, opportunities, and benefits of promoting goods and services in the hospitality industry. (PLO 1, 2 & 4) (Written Assignments & Team Project)
2. Summarize the integration of technology into hospitality industry promotions. (PLO 1, 2 & 4) (Written Assignments & Team Project)
3. Apply theories of buyer motivation with attention to the unique characteristics of service/hospitality marketing. (PLO 2 & 3) (Written Assignments, Quizzes & Exams)
4. Identify the necessary components of a promotional plan and develop a sales presentation for a hospitality organization. (PLO 1, 2, 3 & 4) (Team Project)
5. Write steps, goals, and adaptations of a sales presentation. (PLO 1, 2, & 3) (Written Assignments & Team Project)
6. Explain and demonstrate one’s product and/or service. (PLO 2 & 3) (Written Assignments, Quizzes & Exams)
7. Explain the various communication styles and the importance of ethical practices in hospitality industry promotions. (PLO 1, 2 & 3) (Written Assignments, Exams, & Team Project)

The Mission of Stephen F. Austin State University’s School of Human Sciences is to prepare students to be highly qualified professionals in global markets who positively influence individuals, families, and businesses in diverse communities.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (jacks.sfasu.edu) email account. Brightspace by Desire2Learn D2L will be used for the content of the course, to post grades, to post notes and assignments, and to make any announcements/notifications. Your success in this course will depend upon your ability to check D2L regularly for any updates and announcements.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files unless otherwise instructed. All other submitted files must be in PDF or Word format.

Brightspace Technical Support: If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately. Please realize that your instructor is not qualified to provide Brightspace support; and that notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due. Notifying your instructor is a courtesy.

In order to obtain proper technical assistance you will need to contact the SFASU Brightspace Support Team by emailing d2l@sfasu.edu or calling 936.468.1919.

IV. Evaluation and Assessments (Grading):
Students have the opportunity to earn 950 points in this course. In general, students can determine their standing in the course throughout the semester by keeping track of points on each assignment. Students can also access their grades and points for assignments by using their SFA-D2L account. If a student has questions
regarding an earned grade on an assignment or need clarification regarding a grade, they should come to see the instructor during office hours or should make an appointment to see the instructor to discuss their questions. Grades are determined from a variety of assignments:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points Distribution</th>
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</thead>
<tbody>
<tr>
<td>2 Getting Started Activities</td>
<td>10 points each / 20 points total</td>
</tr>
<tr>
<td>3 Individual Written Assignments</td>
<td>2 worth 25 points and 1 worth 75 points / 100 points total</td>
</tr>
<tr>
<td>10 Discussions</td>
<td>10 points</td>
</tr>
<tr>
<td>Online Participation – All Semester</td>
<td>55 points total</td>
</tr>
<tr>
<td>5 Quizzes</td>
<td>20 points each / 100 points total</td>
</tr>
<tr>
<td>3 Module Exams</td>
<td>100 points each / 300 points total</td>
</tr>
<tr>
<td>2 Part – Team Project Written</td>
<td>Written – 50 points/ Oral 100 points / 150 points total</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>100 points total</td>
</tr>
<tr>
<td><strong>TOTAL COURSE POINTS</strong></td>
<td><strong>950 POINTS</strong></td>
</tr>
</tbody>
</table>

**SCALE:**

- **A** = 950-855 pts (90%)  
- **B** = 854-760 pts (80%)  
- **C** = 759-665 pts (70%)  
- **D** = 664-570 pts (60%)  
- **F** = Less than 569 points

The grade you receive is the grade you will have earned. This is a university course and will be graded as such. **IF** a student wishes to contest a grade, this must be done prior to the semester’s Final’s Week.

**Extra Credit:** If there is an opportunity to complete extra credit, the instructor will announce it during class time to give opportunity to all students to be able to get an extra credit.

**Getting Started:** The ‘Getting Started’ module contains activities to familiarize yourself with the course assessment tools. Successful completion of ALL activities in the module will allow you to earn points toward your final grade.

**Written Assignments:** Written assignments will take the form of short, 1-3 page opinion papers. All written assignments will be checked through the plagiarism software, Turnitin. This software will compare the paper with past papers from this class as well as online sources. Copying work from existing sources, including the examples in the course, without giving proper credit is considered academic dishonesty. Consequences of academic dishonesty may include, but are not limited to, zero credit for the assignment in question or a failing grade in the course for the semester.

**Discussions:** Journal assignments are individual communications between you and your instructor. These assignments occur on the Brightspace discussion board and can be accessed through each associated learning module. The discussion board will be visible for all students throughout the semester. In a journal discussion, you must post your own response to the prompt. "I agree" is not a response that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to pose oppositional points of view, but always speak respectfully.

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, these journal discussions can be a good way to help yourself make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

**Quizzes:** Quizzes will be administered in the associated learning module. Quizzes are available at specific
dates/times and can only be accessed after visiting the appropriate module content. Quizzes are designed to be completed individually. Any assistance with quizzes, human, text, or technological, is unacceptable.

**Exams:** Three exams consisting of multiple choice, matching, and essay questions will be based on specified course readings and activities. These exams will be cumulative.

**Team project, including written (50 points) and oral (100 points) presentations:** You will work on a semester-long team project that includes the examination of a hospitality problem. The team's findings will be reported in written and oral forms. The written paper should examine a person, place, event, phenomenon, or other type of subject of analysis in order to extrapolate key themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an important research problem with greater clarity. The team will also present their findings orally, using appropriate visual aids. Details, including writing style and presentation mode, will be provided on D2L.

**Final Exam:** This exam is cumulative consisting of multiple choice, matching, and essay questions, based on the information covered during the course.

**OPTIONAL:** If you would like to take the certification exam, the material presented in this course will prepare you for the exam in the upcoming semester. The ManageFirst™ Purchasing Manager Certification will be administered in the following semester. This is a proctored exam which must be completed according to strict guidelines established by ManageFirst™. Please note that you must have the National Restaurant Association ManageFirst™ online testing voucher to take the certification exam.

**Deadlines Procedure:** In this course you are part of an active community of learners, and as such, meeting the due dates and deadlines is extremely important. You are expected to keep an eye on the Course Timeline and to complete work on time. You cannot wait until the end of the semester to complete assignments; you must complete them as the semester progresses. All assignments are due on the dates indicated on the Course Timeline and will not be accepted late unless prior approval is received by the instructor due to emergency situations. No make-up exams will be given with the exception of serious illness or emergency. The instructor must be contacted regarding such an emergency prior to the exam, and will follow SFASU policies regarding if the situation was indeed of a warranted, serious nature. All situations will be subject to proof of acceptable documentation from the student to the instructor. Improperly submitted assignments, or assignments that are emailed without prior instruction to do so, will fall under the category of late. All assignments submitted after the due date will receive partial credit.

Your instructor will reserve the right to raise or lower a grade by as much as 5% in response to conspicuously high or low levels of participation in the module. If, due to unforeseen circumstances, you feel you need a brief extension on any due date, please contact your instructor 2-3 business days ahead of time to discuss alternate arrangements.

A make-up exam is not guaranteed and is subject to the above-mentioned review by the instructor and, if necessary, the administration. If an exam is not taken, the student will receive a zero on that particular exam. There will be no make-up exams given for unexcused absences. Excused make-up exams will be given on the day scheduled by both the instructor and student right after the student comes back to class.

**Expectations:** Since this is a junior-level course, it is assumed that you are to write in the professional manner with correct grammar, sentence usage and spelling. For every paper/project that you submit, points will be deducted for any violations. Tutors are available for assistance through academic Assistance and Resource Center (AARC) located in the Steen Library.
**Netiquette:** All work, including emails, assignments, and discussion boards must abide by “netiquette” rules. Professional and appropriate language, grammar, spelling and syntax must be used in all communications. Be respectful to your classmates and instructor. Do not use “IM- style” writing at ANYTIME. Grades will reflect your level of professionalism. ALL emails must contain grammar, spelling, and sentence structure. No ALL CAPS, run-on sentences, texting-type or IM-type of writing will be accepted. Improper emails will be returned, unanswered. This is a university-level course and students must use professional emails in preparation for future management positions.

Here are some basic Netiquette rules to help you get the most out of online learning:

- **ALL CAPS IMPLIES THAT YOU ARE SHOUTING** - Please do not do this (unless you are capping specific words, nicely, for emphasis)!
- Watch your “tone” - it’s written, not verbal communication. It can be very easy to misinterpret someone’s meaning online.
- Check spelling - Always!
- Make your messages easier to read by making your paragraphs short and to the point.
- Never “say” anything that you would not want posted on the wall of a face-to-face classroom, because it could be!
- Behave as you would in a face-to-face classroom.
- Remember there is a real live person at the other end reading your posts and email. Treat them with respect.
- Foul language, insults and harassment are not tolerated (just as it would not be tolerated in a face-to-face classroom).
- Think about what you have written before you submit it.

**Online Participation:** The Online Participation grade is generated from student involvement in the online environment. Important information, including lectures and links, will be posted in Brightspace. Students are responsible for viewing the information provided prior to completing assignments and activities. The due dates and times for all assignments and activities can be found on the Course Timeline (available on Brightspace).

**Attendance Policy**

As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. There are firm deadlines for the course outlined on the Course Timeline. You are strongly encouraged to log into the course at least every other day.

This course spans 15 weeks. The course contains extensive written content that includes the same information that would be presented in a face-to-face lecture course, requiring students to engage the online modules for a minimum of three (3) hours per week. In addition to the “lecture” materials, students have required academic components and deliverables: journaling, quizzes, and a final exam. For every hour a student spends engaging with the online content, he/she should spend at least two (2) hours completing associated activities and assessments.

The instructor will utilize course-generated reports to determine each students’ activity on Brightspace and assign grades accordingly.

**Conduct:** Discourteous or offensive behavior directed toward the instructor/instructor, students or others will not be tolerated. Examples of such behavior include, but are not limited to:

- Bullying or berating others
- Physical or verbal intimidation, such as shouting or angry outbursts directed toward others
- Derogatory verbal or physical behavior, such as name-calling
- Directing profanity toward others
- Behavior that has the effect of humiliating others
- Mobbing
- Other unprofessional or inappropriate behavior

Discourteous or offensive behavior also includes written or electronic communication, as well as group behavior (e.g. "mobbing") which has a negative impact on the classroom and/or on others (https://www.pcc.edu/hr/contracts/behavior.html).

**Guidelines for Evaluating Students in Human Sciences degree programs:**

*What is an ‘A’ Student?*
- Consistently goes above and beyond what is required in the experience
- Displays initiative
- Looks up information before asking questions
- Contributes meaningfully to the class
- Acts enthusiastic, even when he/she does not feel that way
- Is open to criticism without getting defensive
- Does not act like a “know it all”
- Displays maturity
- Is proactive – does not wait to be told to do everything; takes care of things before they become problems
- Displays common sense
- Is flexible

Every student should not expect an ‘A’! It is the student who displays the above characteristics, as well as sound technical ability and theoretical knowledge, who receives the “excellent” grade. A grade of ‘B’ should not be perceived as failure. A grade of ‘B’ means you have done “good” or “above average” work. A grade of ‘C’ means “average”. Be extremely careful of the number of ‘C’ grades you earn as graduate students are expected to perform at above average levels. If you feel you are tending toward a final grade of ‘C’ contact your instructor; help him/her help you.

**V. Tentative Course Outline/Calendar:**

Changes in the course outline are possible with the discretion of the instructor. The calendar here is a tentative outline of the course. Your instructor reserves the right to change/modify this calendar as the course progresses. All changes/modifications will be announced on Brightspace.

Please see the official Course Timeline on the Brightspace homepage (this is not the Brightspace Calendar) for a complete schedule of all due dates and times.

<table>
<thead>
<tr>
<th>Date</th>
<th>MODULE</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
<td>ManageFirst Text: Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Aug. 24-Aug. 30</td>
<td>Module 1: Introduction to Hospitality Marketing</td>
<td>Getting Started Discussion/ Syllabus Quiz (20 pts total) Due Aug 30 by 8pm</td>
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<td>Quiz 1 – (20 pts) Due Aug 30 by 8pm</td>
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<tr>
<td>Week 2</td>
<td>Module 2: Developing the Marketing Plan</td>
<td>ManageFirst Text: Chapters 3 &amp; 5</td>
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<td>Aug. 31-Sept. 6</td>
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<td>Discussion 1 (10 pts) Due Sept 6 by 8pm</td>
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<td>Quiz 2 (20 pts) Due Sept 6 by 8pm</td>
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<tr>
<td>Week 3</td>
<td>Module 3: Implementing the Marketing Plan</td>
<td>ManageFirst Text: Chapter 4</td>
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<tr>
<td>Sept. 7-Sept. 13</td>
<td></td>
<td>Discussion 2 (10 pts) Due Sept 13 by 8pm</td>
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<tr>
<td>Week 4</td>
<td>Module 4: Communication Channels (Social Media)</td>
<td>ManageFirst Text: Chapter 7</td>
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<td>Sept. 14-Sept. 20</td>
<td></td>
<td>Quiz 3 (20 pts) Due Sept 20 by 8pm</td>
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<td>Written Assignment 1 (25 pts) Due Sept 25 by 8pm</td>
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<td>Groups Assignment – Team Project Announced</td>
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<tr>
<td>Week 5</td>
<td>Module 4: Communication Channels (Laying the Foundation)</td>
<td>Module Text</td>
</tr>
<tr>
<td>Sept. 21-Sept. 27</td>
<td></td>
<td>Exam 1 – Modules 1, 2 and 3 (100 pts) Due Sept 27 by 8pm</td>
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<tr>
<td>Week 6</td>
<td>Module 4: Communication Channels (Social Media Tactics)</td>
<td>Module Text</td>
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<tr>
<td>Sept. 28-Oct. 4</td>
<td></td>
<td>Discussion 3 (10 pts) Due Oct 4 by 8pm</td>
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<tr>
<td>Week 7</td>
<td>Module 4: Communication Channels (Incorporating Social Media)</td>
<td>Module Text</td>
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<td>Oct. 5-Oct. 11</td>
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<td>Discussion 4 (10 pts) Due Oct 11 by 8pm</td>
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<td></td>
<td>Written Assignment 2 (75 pts) Due Oct 11 by 8pm</td>
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<tr>
<td>Week 8</td>
<td>Module 4: Communication Channels (ROI of Social Media)</td>
<td>Module Text</td>
</tr>
<tr>
<td>Oct. 12-Oct. 18</td>
<td></td>
<td>Exam 2 – Modules 1-4 (100 pts) Due Oct 18 by 8pm</td>
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<tr>
<td>Week 9</td>
<td>Module 5: Advertising &amp; Sales</td>
<td>ManageFirst Text: Chapter 8</td>
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<tr>
<td>Oct. 19-Oct. 25</td>
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<td>Discussion 5 (10 pts) Due Oct 25 by 8pm</td>
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<tr>
<td>Week 10</td>
<td>Module 6: Promotions, Publicity &amp; Public Relations</td>
<td>ManageFirst Text: Chapter 9</td>
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<tr>
<td>Oct. 26-Nov. 1</td>
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<td>Discussion 6 (10 pts) Due Nov 1 by 8 pm</td>
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<td>Quiz 4 (20 pts) Due Nov. 1 by 8 pm</td>
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<td>Week 11</td>
<td>Nov. 2-Nov. 8</td>
<td>Module 7: Evaluating the Marketing Effort</td>
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<td><strong>Discussion 7 (10 pts) Due Nov 8 by 8 pm</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Exam 3 (100 pts) Due Nov 8 by 8pm</strong></td>
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<tr>
<td>Week 12</td>
<td>Nov. 9-Nov. 15</td>
<td>Module 8: The Marketing Process in Restaurants (Branding, Quality Products &amp; Service)</td>
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<td></td>
<td></td>
<td><strong>Discussion 8 (10 pts) Due Nov 15 by 8pm</strong></td>
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<td></td>
<td></td>
<td><strong>Written Assignment 3 (25 pts) Due Nov 15 by 8pm</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov. 16-Nov. 22</td>
<td>Module 8: The Marketing Process in Restaurants (Menu Pricing &amp; Menu Marketing)</td>
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<td></td>
<td><strong>Discussion 9 (10 pts) Due Nov 20 by 8 pm</strong></td>
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<td></td>
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<td><strong>Quiz 5 (20 pts) Due Nov 20 by 8 pm</strong></td>
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<tr>
<td>Week 14</td>
<td>Nov. 23-Nov. 29</td>
<td>UNIVERSITY HOLIDAY</td>
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<tr>
<td>Week 15</td>
<td>Nov. 30-Dec. 6</td>
<td>Wrapping Up</td>
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<td><strong>Discussion 10 (10 pts) Due Dec 1 by 8pm</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Team Projects/Presentations (150 pts total) Due Dec 2 by 8pm</strong></td>
</tr>
<tr>
<td>Week 16</td>
<td>Dec. 7-Dec. 11</td>
<td>FINAL EXAMS</td>
</tr>
</tbody>
</table>

VI. Readings:

Required Text: *Hospitality and Restaurant Marketing (with Online testing Voucher)*, 2nd edition Author: ManageFirst™ National Restaurant Association ISBN: 9780133052541

This is a ManageFirst™ textbook with an online certification exam testing voucher included. This book is available at Barnes and Noble in the Baker Pattillo Student Center or JackBackers. You may also purchase the book online. Since the online testing voucher is OPTIONAL for the certification exam, you MAY purchase the book used.

FEM Statement: This course does NOT use FEM.

LiveText/Watermark Statement: This course does NOT use LiveText/Watermark.

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/](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: Policies 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, Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations 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 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 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 the 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 Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

IX. Other Relevant Course Information:

Professional Standards
- Students should prepare themselves adequately for each semester. Instructors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.
- Students should exhibit professional courtesy and conduct. Examples include a positive work attitude, sensitivity to others, attentiveness, and cooperation.
- Faculty are committed to providing information and prompt response to students on the web, return student work in a timely fashion, honored posted office hours, provide feedback on student progress, and working with field supervisors.
- If student dissatisfaction arises, the student’s request for a private conference/phone call with the instructor serves as the first step toward resolution.

The Instructor’s Role in this Course
The Instructor’s role in this course is NOT to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows everyone to bring their own interests and expertise to the class. The Instructor
will provide materials, experiences, and expertise that will encourage the students to interact and engage with the readings and other course materials. As someone conscious that there are many learning styles, the Instructor will make every attempt to present material in a variety of ways to better help facilitate learning and comprehension. Respectful exchanges and differing opinions are encouraged in the hope that this may help everyone learn from each other – including those who support stated opinions/viewpoints as well as those who present stated opinions/viewpoints that differ from our own.

How to “Manage” an Online Class
A key issue for online learners is time management. Below are several strategies that can help online learners, like you, manage time in order to successfully complete your course:

- **Make the course a priority.**
For the duration of the course (or online program), make the course your professional priority. You are expected to complete every reading, every assignment, every discussion and every activity. Can’t do that? Consider taking the course another time when you can devote more time to the effort.

- **Take the course with a friend or colleague.**
Online learning has been described as “a lonely experience.” Make it less lonely- and increase your chances of both completing the course and managing time well- by seeing if a friend will take the course with you. Online learners are more likely to complete a course of study when they have actual colleagues.

- **Set aside a minimum of one hour a day to work on the course.**
Think of the hour per day as your class time. Can’t spare a whole hour? How about 15 minutes four times a day? Make the coursework the very first thing you do when you open up your computer in the morning. Then it’s over and done with for that day!

- **Make a study plan.**
Set fixed times during the week to work on the course. If you have a learning partner, decide what days you will meet to go through course readings and participate in the online discussions.

- **Make your own calendar or schedule.**
Some weeks will be easier than others for getting all your work done, so look ahead and make a schedule. Determine what weeks look very busy and plan how you’ll get your coursework done ahead of time to compensate for your lack of time in busy weeks.

- **Get rid of distractors.**
That may mean closing the door to keep family members away, going to a café, turning off your cell phone, not opening your email or social media, or turning off the TV. Figure out what distracts you from your online course and eliminate it as you work on your course.

- **Set goals and incentives.**
Give yourself, or have someone give you, incentives for completing a module or assignment within a certain time period. Set personal learning and time goals. Give yourself a treat when you’ve finished a module or a discussion (but don’t reward yourself when you haven’t!).

- **Explore ways to multitask that don’t contribute to cognitive overload.**
Can you access the course on your tablet and do the readings at the gym? In multitasking, it’s important to avoid cognitive conflict (e.g., reading while watching TV doesn’t really help) or cognitive overload (reading while on a Skype call, for example).

- **Ask for help.**
Communicate. Your Instructor cannot help or advocate for you if he/she doesn’t know what is going on. Schedule a meeting to discuss your needs, and how you can succeed in class.

How to “Manage” Your Mental Health (Disaster Planning)
Research has shown that one-fourth (1 in 4) of today’s college students will experience a Mental Health issue at some point of their college career. Unfortunately, many of these students will not seek help, often because they do not know where to look. This leads to larger problems that affect not just school, but also work,
relationships, and day-to-day life. This “Disaster Plan” is designed to assist students in finding the help and resources they need to prevent a Mental Health crisis.

IF YOU OR SOMEONE YOU KNOW IS EXPERIENCING A MENTAL HEALTH CRISIS CALL 9-1-1 OR THE NATIONAL SUICIDE PREVENTION HOTLINE AT 1-800-273-TALK (8255).

Mental Health issues may include, but are not limited to, alcohol and drug addictions, anger, anxiety, codependency, depression, eating disorders, food addiction, gambling addiction, love and relationship addiction, obsessions and compulsions, physical-sexual-emotional abuse, and sexual addiction. If you or someone you know is dealing with any of these issues, please seek help. Counseling is a free service for all SFA students designed to assist them in overcoming obstacles to their personal and academic goals. Schedule an appointment by emailing counseling@sfasu.edu or calling 936-468-2401. Other Mental Health Providers are also available to help in and around the Nacogdoches area.

You are not alone! The brain is an organ of the body, just like the heart. If you were told you needed help to keep your heart working properly, you would seek medical attention. If you need help to keep your brain working properly, you should do the same. Help yourself help yourself.

Resolving Student Grievances
1. Should a student encounter an issue in this, or any, HMS course, the following chain of authority should be followed and not circumvented:
   2. Contact the instructor and attempt to resolve the issue.
   3. If the student is uncomfortable discussing the issue with the instructor, the student should contact the Director of the School of Human Sciences, Dr. Lynda Martin.
   4. At this point, if the issue remains unresolved, the student should contact the Interim Associate Dean for Student and Faculty Services in the College of Education, Dr. Stacy Hendricks.
   5. If the problem has to do with being a student at Stephen F. Austin State University the student may visit the Dean of Student Affairs, Dr. Adam Peck, in room 3.105 of the Baker Pattillo Student Center.