Instructor: Dr. Gina Fe G. Causin  
Course Time & Location: MTWRSS via Brightspace by D2L  
Office: 106A HMSN  
Office Hours: M: 10-11 am via Zoom (Zoom link will be posted in the course homepage)  
Office Phone: 936-468-1411  
Other Contact Information: Email via D2L  
Credits: 3  
Email: causingf@sfasu.edu (Brightspace by D2L email preferred)

Prerequisites: Acceptance into HMS Graduate Program

I. Course Description: (brief paragraph)

Best practices in customer service in the human sciences, including real-life scenarios for putting exceptional customer service into practice and providing added value to the customer experience. Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a major final project. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

James I. Perkins College of Education Diversity Statement is found at the following link:  
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

Program Learning Outcomes

1. The student will analyze and demonstrate familiarity with current literature of the discipline.
2. The student will produce work in the preferred style of the field (APA, ADA).
3. The student will be able to relate and explain how his/her area of specialization fits into the overall field of Human Sciences.
4. The student will apply current research to modern social situations.
5. The student will analyze legislation and public policy issues facing Human Sciences.

Course Objectives (Student Learning Outcomes)

Upon successful completion of the course, the student will:

- Understand and explain the definitions of customer service across several industries and organizations.
- Complete the state of Texas customer service training module.
- Identify the factors that impact customer service through an in-depth examination and analysis of one company's customer service philosophy.
- Evaluate customer service programs across a broad spectrum of industries and organizations.
- Understand the personal side of customer service through an exploration of readings on exceptional or "outrageous service."
- Identify trends impacting and shaping customer service in human sciences.
• Identify future challenges and opportunities facing the industry.
• Participate in peer learning through the use of online technology such as student web pages, discussion questions and chat.

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

Instructional Strategies:
This class uses a didactic (lecture) format with class discussions and readings to supplement the lecture.

D2L
I will use D2L to post grades, to post notes and assignments and to make announcements. Your success in this course will depend upon your ability to check D2L at least twice a week for any updates and announcements.

Module Assignments 500 points
Each module has a corresponding assignment component.

Introduction Discussion 25 points
Students will complete a "get to know you" Discussion at the beginning of the semester. Please upload a photo of yourself and follow directions in the discussion. 
Due Sunday, July 12 at 11 p.m.

Learning Module 1: Intro to Customer Service Assignment (50 pts)
For a long time this course has focused on the Experience Economy. Identify at least 3 other companies or organizations in your field of study that you feel employs both an Experience Economy Approach and is also engaging in Service Design Are they successful? Look at the 10 elements of service design outlined on page 20 of the text, Woo, Wow, Win!. Using the first five elements empathy, expectation, emotion, elegance, and engagements as a guide, discuss how each organization is or is not employing service design in their customer service strategy. 
Due online Sunday, July 12 at 11:00 p.m.

Learning Module 1: Discussion (25 pts)
What is the ONE thing you wish businesses did that would make you a fan for life? Give an example of something you have experienced that was a great example of customer service. Give an example of how customer service could have been improved. Take into account the Experience Economy and the Shared Economy. 
Due online Sunday, July 12 at 11:00 p.m.

Learning Module 2 PICK 1
Defining Customer Service Assignment A (100 pts)
Some organizations have customer service built into their corporate culture. How do you define corporate culture?

Find examples of at least 4 businesses, organizations, or corporations that include a statement of commitment to customer service in their vision or mission statements. If you are familiar with the organization or business, would you agree or disagree that they are adhering to their mission statement? Upload your answers directly into the assignment box. Choose organizations that are within your area of study (ex. if you are a dietetics major, then look at hospitals, nutrition counselors, etc.)
Due online Sunday, July 19 at 11 p.m
Defining Customer Service Assignment B (100 pts)
Using Instagram, Twitter or Facebook (or similar formats) post your definition of customer service in the discussion board. Comment on 2 additional postings. You may copy and paste your posting in the discussion or a facsimile.
Due online Sunday, July 19 at 11 p.m.

Learning Module 3 Pick 1

Learning Module 3: The Personalized Side of Customer Service Assignment A (100 pts)
Everyone is jumping on the personalized service bandwagon. Sometimes, something as small like how you pay a bill may make a big difference for those seeking a personalized experience. Listen to one of the selected podcasts and comment under the appropriate discussion post. In your posting please reference the WWW book and any additional readings. The post should be thorough and go beyond “I really liked the podcast” to receive full credit.
Due online Sunday, July 26 at 11 p.m.

Learning Module 3: The Personalized Side of Customer Service Assignment B (100 pts)
You will need to identify trends in offering personal customer service for your area of interest. Write a 4-5 page paper identifying trends, a critique of the trends, and examples of ways you can offer personalized service in your field. Use the WWW book, online journals or other articles for reference. Please use APA style, double spaced 12 pt font.
Due Online Sunday, July 26 at 11 p.m.

Learning Module 4 Pick 1

Technology and Customer Service Assignment A (100 pts)
After visiting the website links and reading the two articles in this module, please discuss your reaction to technology as it relates to customer service. Do you think that the use of advanced technology enhances quality service delivery or is a detriment to quality service? Post your findings to the discussion board and comment on at least 2 of your classmates postings.
Initial posts due online Wednesday, July 29 by 11 p.m. Responses due Sunday, Aug. 2 at 11 p.m.

Learning Module 4: Technology and Customer Service Assignment B (100 pts)
Find a business or organization in your field using either Facebook or Twitter. How have they incorporated technology into their marketing and customer service? Is it effective? Look at how many fans they have, types of interactions on their Facebook or Twitter sites. Does this enhance their customer service delivery? Write a 3-4 page paper discussing your findings and using the articles in this module as points of reference.
Due online Sunday, Aug. 2 at 11 p.m.

Learning Module 5: Evaluating Customer (must do both)

Service Journal 100 points
You will keep an online service journal throughout the semester. You will need to have at least 8 entries to receive full credit for this project.
Due online Wednesday, Aug. 5 at 11 p.m.
**FINAL Personal Customer Service Statement / Reaction Paper 150 points**

You will develop a personal customer service statement that brings together customer service strategies discussed in class and that is integrated into a reaction paper based on your reading of *Woo, Wow, Win*. Although this is a piece of personal writing, you can bring in other articles we’ve read in class or other reference materials. The paper is a culminating assignment and should be at least eight pages in length, type-written and include citations in APA format.

*Due online Aug. 7 at 11 p.m.*

NOTE: Further explanation of assignments will be discussed in Learning Modules or via email and/or during office hours on an individual basis. Also, tutors are available for assistance through Academic Assistance and Resource Center (AARC) located in the Steen Library.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Assignments and student introduction</td>
<td>500</td>
</tr>
<tr>
<td>Personal Statement/Reaction Paper</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>650</td>
</tr>
<tr>
<td>Grade</td>
<td>Points</td>
</tr>
<tr>
<td>A</td>
<td>650-585</td>
</tr>
<tr>
<td>B</td>
<td>584-520</td>
</tr>
<tr>
<td>C</td>
<td>519-455</td>
</tr>
<tr>
<td>D</td>
<td>445-390</td>
</tr>
<tr>
<td>F</td>
<td>under 389</td>
</tr>
</tbody>
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There are enough daily points for YOU to impact your grade. The grade you receive is the grade you earned.

The grading scale:
- A: 90-100%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: below 60%

A grade of A indicates excellent; B, good; C, average; D, passing; F, failure.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: July 7-12</td>
<td>Introduction Discussion due on 7/12 at 11:00 pm</td>
</tr>
<tr>
<td></td>
<td>Learning Module 1 – Introduction to Customer Service</td>
</tr>
<tr>
<td></td>
<td>Assignment due on 7/12 at 11:00 pm</td>
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<tr>
<td></td>
<td>Discussion due on 7/12 at 11:00 pm</td>
</tr>
<tr>
<td>Week 2: July 13-19</td>
<td>Learning Module 2 – Defining Customer Service</td>
</tr>
<tr>
<td></td>
<td>Assignment A or B due on 7/19 at 11:00 pm</td>
</tr>
</tbody>
</table>
Week 3: July 20-26
Learning Module 3 – The Personalized Side of Customer Service
Assignment A or B due on 7/26 at 11:00 pm

Week 4: July 27-Aug 2
Learning Module 4 – Technology & Customer Service
Assignment A initial post due 7/29; Responses due 8/2 at 11:00 pm OR
Assignment B due on 8/2 at 11:00 pm

Week 5: Aug 3-7
Learning Module 5 – Evaluating Customer Service
Journal Assignment due 8/5 at 11 pm
FINAL Personal Customer Service Statement due on 8/7 at 11:00 pm

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Text: Stewart, T. A., & O’Connell, P. (2016). Woo, wow, and win: service design, strategy, and

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 (sfasu.edu) email account.

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. All other submitted files must be in PDF or Word format.

VII. Course Evaluations:

Include a statement about the importance of course evaluations and the process. We urge you NOT to allow any type of reward or bonus points for the completion of course evaluations. Friendly completion reminders are certainly appropriate.

Possible statement to use:
“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/

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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 Early Alert Program at SFA.

IX. Other Relevant Course Information: