I encourage you to contact me outside of class and office hours! You are welcome to email me, call my office (leave a message if I do not answer and it will sent it to my email), or set up a time to Zoom. I’m available at a variety of times including outside of regular business hours, so please reach out however is most convenient for you! If you need accommodations for the course, please visit http://www.sfasu.edu/disabilityservices/ to get set up.

Welcome to the Class!
As you read through the syllabus, there are a lot of statements/rules/policies. Some of this is required by the state or the university to be in the syllabus and is important information. However, some of the information in the syllabus is specific to your course with me, Dr. Jumper. If you see this symbol as you read:

...that is me (well, my bitmoji) and I put it before items that are specific to this course and are the ways that I apply the required policies to my course.

I. Course Description:
HUSC 5300 employs a historical, theoretical and philosophical investigation of the field of study. In this course, students will be introduced to the human sciences graduate program. This will include information on the past, present, and future direction of human sciences fields. Additionally, students will develop an understanding of graduate school requirements, expectations, and appropriate writing styles.
Transitioning to graduate school is a big step and can sometimes feel overwhelming! The Human Sciences faculty developed this course to help make that transition a little easier. I’ll try to answer the most commonly asked questions about the program and help you start to write at a graduate level. As the graduate program coordinator, I’m always available to you as a resource, even after you finish with the course.

HUSC 5300 will give you an in-depth look at the history of the field of human sciences. You will learn about the importance of women who trailblazed their way into universities and established themselves as scientists, economists, and researchers. You will learn about how women of color forged spaces for themselves as professionals in universities and homes across the country. And you will learn about how human sciences has changed over the years and what types of careers are available to you now as a student of human science. This course also focuses on research and the importance of using proper APA citations for your graduate writing. It is also a "bridge" course where you will learn about expectations to transition you from an undergraduate student to a graduate student. The content in the course will help you find your place among the historical figures of the field and transition into a professional relationship with your faculty here in Human Sciences!

Course Justification: Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester and includes a major final paper. Students in the course will engage in a variety of assignments which 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 3 hours completing associated activities and assessments.

Course Delivery Modality: This course uses online asynchronous course delivery.

Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: https://www.sfasu.edu/coe/about/deans-office-statements

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.

The accrediting body of the field of human sciences is the American Association of Family and Consumer Sciences. They state, “The AAFCS celebrates, embraces, and respects the value of every person. We denounce all expressions of hate, racism, injustice, and discrimination. Our commitment to diversity, equity, inclusion, and social justice is demonstrated through our work to improve the well-being and quality of life for individuals, families, and communities.” (https://www.aafcs.org/about/about-us).

In this course, we will all learn together about how we can channel our passion for individuals and families and make the world a better place through the study of human sciences and in our lives as human sciences professionals in a variety of careers.
II. Learning Outcomes:

Learning outcomes are some of the specific skills or knowledge that I hope that you will gain from taking the course. All the activities in the course are designed to help you obtain these skills or knowledge. It is my hope that you will find these skills and knowledge useful and be able to apply them to your daily life!

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Additional information about the College of Education vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).

Program Learning Outcomes

1. Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
2. Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
3. Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).

Student Learning Outcomes

This course provides students with a basic understanding of the human sciences graduate program and human sciences professions. In this course, we will cover the following knowledge and skills so that you will:

1. Be able to use the appropriate style guide for your field (APA).
2. Be able to understand procedures for the program and university.
3. Apply principles of human sciences to your future career goals and daily life.
4. Identify leaders and researchers in the field.
5. Identify the importance of research and the rules of research in the profession.
6. Understand and explain the differences in quantitative and qualitative research and be able to identify how both types of research are used in the field of human sciences.
7. Analyze philosophical changes which have occurred in the profession.
8. Understand graduate school culture and work expectations at the graduate level.

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

1. HUSC 5300 Agreement (5%)
   At the beginning of the semester, students will complete a low stakes agreement quiz stating that they understand and agree to the requirements for the course. This assignment is designed to familiarize you with the important pieces of the course and the syllabus so that we are all on the same page as we begin the course. Do note that faculty are required to report if you have attended class or not in the first 12 days of classes. I use this assignment, along with your completion of all the
material in the first module to determine if you have attended and participated in the course. If you have not completed this assignment by the due date may result in your financial aid being withdrawn and/or you being dropped from the course.

2. Discussions (25%)  
There will be ten discussions in which you will participate. These discussions will require you to think about information discussed in the class and respond to your peers. These discussions allow you to express your thoughts and ideas about a variety of prompts, videos, and readings. Interacting with your peers provides you an opportunity to see how others react to the information and engage with your classmates. These discussions may require you to log-in and participate several times throughout the week, so carefully read the directions for each discussion. Discussions will be graded on the quality of the postings as well as the length of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer.

3. Article Reaction Papers (10% each)  
Students will write a total of two (2) individual reaction papers. These papers will be 4-5 page double-spaced reaction papers written in response to the course textbook. These papers should be constructed in APA format and include additional readings as required/needed. The reaction papers are based on your reading of the textbook for the course and provide you with prompts so that you can choose to focus on the areas of the book that are the most important, relevant, or interesting to you as you read.

4. APA Activities (10% each)  
An important part of graduate level writing in the field of Human Sciences is the ability to accurately use APA writing style. During this course you will read the APA manual and practice using it to complete three assignments that will help build your knowledge and expertise in using APA formatting. The ability to write to the standards of the field is essential for you as a graduate student. You will be asked to write papers and produce work that relies on academic support in all your classes. As a professional, giving credit where credit is due is very important and knowing the writing standards of the field help you do this correctly. We learn by practicing and these assignments give you a chance to practice your skills!

5. Human Sciences Specialization Research Paper (20%)  
Your culminating project for the course is a research paper that focuses on the field of human sciences and how your field/profession fits within the human sciences framework. The paper will require you to apply the knowledge from the course on human sciences and one of the focus areas within the field. You will be expected to use proper APA formatting (7th edition) both in the text and on your reference list. You will choose a social issue that is relevant to the emphasis area and discuss the issue in detail by explaining the issue and how it is relevant to the field of human sciences. You will find current academic articles to support your arguments about the importance of the issue and will be expected to analyze the articles in detail by addressing the key empirical findings and methodologies used in the articles. This is the fun part of the class – the opportunity for you to express you ideas about your field and professional goals!

The paper will be a minimum of seven (7) pages, not including the cover page or references. The student should use a minimum of five (5) academic journal references to write the paper. This assignment is a critical assessment for the program and you must upload this paper into both LiveText (SFASU will provide you an account, do NOT purchase this) and Brightspace. Not uploading the paper to both platforms will result in a “0” for the assignment.
6. **Class Zoom Meetings**
   During several of the weeks of the course, we will have guest speakers who attend a series of Zoom presentations and discuss topics of interest for students. Topics may include comprehensive exams, student advice, faculty introductions & information, librarians to help you research, etc. See the course schedule for Zoom dates and times. These Zoom meetings are not graded, but each will be part of the course content and the more of you who attend, the better the question-and-answer sessions will be!

**General notes on assignments:**

- **Late assignments will not be accepted** e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

**Use of Technology:**
   In this class, we meet 100% online. Because of that, it is important to have access to a working computer that has a reliable internet connection. We will also watch a variety of videos and listen to podcasts so speakers/headphones are also essential. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. In order to get the most out of the course, internet access, access to Brightspace, and an SFA email account that you check often are essential.

**Required Technology:**
- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email

**Technical Support** – if at any point during the course you experience technical difficulties in Brightspace, please:
1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

**General notes on Brightspace:**

- HUSC 5300 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual’s name or click on class instructor’s name or all instructors to send mail.
• Course content is delivered via class online content modules, Dropbox assignments, and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments (or download the app and set it to send you notifications).

• Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always willing to discuss ways you can improve your future work, even if the one-week limit for a grade change has passed.

• Most assignments that you will upload to Brightspace should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

• The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

**Re-taking the Course:** If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

**IV. Evaluation & Assessments (Grading):**
The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% - 100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%
Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>PLO/SLO addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments &amp; Quizzes</td>
<td>HUSC 5300 Interactive Syllabus Quiz</td>
<td>100</td>
<td>5%</td>
<td>SLO #8</td>
</tr>
<tr>
<td>Course Discussion/Videos</td>
<td>Introductory Discussion</td>
<td>10</td>
<td></td>
<td>PLO #1</td>
</tr>
<tr>
<td></td>
<td>Goals Discussion</td>
<td>10</td>
<td></td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td></td>
<td>Procedures Discussion</td>
<td>10</td>
<td></td>
<td>SLO #2, 8</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking Discussion</td>
<td>10</td>
<td></td>
<td>SLO #5</td>
</tr>
<tr>
<td></td>
<td>Writing &amp; Style Discussion</td>
<td>10</td>
<td></td>
<td>SLO #1, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Citations Discussion</td>
<td>10</td>
<td></td>
<td>SLO #1, 5</td>
</tr>
<tr>
<td></td>
<td>Human Sciences Discussion</td>
<td>10</td>
<td></td>
<td>SLO #2, 3</td>
</tr>
<tr>
<td></td>
<td>Research Discussion</td>
<td>10</td>
<td></td>
<td>SLO #1, 5, 6</td>
</tr>
<tr>
<td></td>
<td>Professional Discussion</td>
<td>10</td>
<td></td>
<td>SLO #3</td>
</tr>
<tr>
<td></td>
<td>Final Thoughts Discussion – SHHE</td>
<td>10</td>
<td></td>
<td>SLO #7</td>
</tr>
<tr>
<td></td>
<td>Course Discussion TOTAL</td>
<td>100</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>APA Activities</td>
<td>APA Activity #1: Writing Research</td>
<td>100</td>
<td>10%</td>
<td>SLO #1, 5</td>
</tr>
<tr>
<td></td>
<td>APA Activity #2: Citations</td>
<td>100</td>
<td>10%</td>
<td>SLO #1, 5</td>
</tr>
<tr>
<td></td>
<td>APA Activity #3: Annotated Bibliography</td>
<td>100</td>
<td>10%</td>
<td>SLO #1</td>
</tr>
<tr>
<td>Article Reaction Papers</td>
<td>Reaction Paper #1: Chs 1-9 SHHE</td>
<td>100</td>
<td>10%</td>
<td>SLO #4, 7</td>
</tr>
<tr>
<td></td>
<td>Reaction Paper #2: Chs 10-15 SHHE</td>
<td>100</td>
<td>10%</td>
<td>SLO #4, 7</td>
</tr>
<tr>
<td>Specialization Paper</td>
<td>Human Sciences Research Paper</td>
<td>100</td>
<td>20%</td>
<td>SLO #1, 3, 4, 6, 7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>HUSC 5300 ASSIGNMENT WEIGHTS</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All categories are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. If you have questions about your grade at any time, please reach out to me, I never want your grade to be a mystery! Brightspace also auto-calculates your weighted grade for you throughout the semester.
V. Tentative Course Outline

NOTE: All submissions, unless otherwise noted, are to be uploaded to the Brightspace Dropbox by 11:59 PM (CST) on the day they are due. Course outline is tentative because it is the best plan of action for the course. At the discretion of the instructor, assignments, due dates, and readings may change. Note: your text titled, The Secret History of Home Economics, is abbreviated as SHHE in the readings column below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quicklinks &amp; Getting Started</td>
<td>Jan 11-15</td>
<td>Introduction to the course</td>
<td>Module Content Reading #1 SHHE Chs 1-3</td>
<td>Introductory Discussion HUSC 5300 Agreement Quiz</td>
</tr>
<tr>
<td>Module 1</td>
<td>Jan 11-15</td>
<td>Student Goals &amp; Graduate School Procedures</td>
<td>Module Content Readings #2, #3 SHHE Chs 4-6</td>
<td>Goals Discussion Procedures Discussion</td>
</tr>
<tr>
<td>Module 2</td>
<td>Jan 16-22</td>
<td>Critical Thinking</td>
<td>Module Content Reading #4 &amp; #5 SHHE Chs 7-9</td>
<td>Critical Thinking Discussion Reaction Paper #1 Zoom Meeting January 18th at 5:30PM CST</td>
</tr>
<tr>
<td>Module 3</td>
<td>Jan 23-29</td>
<td>Scholarly Writing Principles &amp; Mechanics of Style</td>
<td>Module Content APA Manual Chapters 1, 2, 4, 6</td>
<td>Writing &amp; Style Discussion APA Activity #1 Zoom Meeting Wednesday 25th at Noon CST</td>
</tr>
<tr>
<td>Module 4</td>
<td>Jan 30-Feb 5</td>
<td>References &amp; Citations</td>
<td>Module Content APA Manual Chapters 8 &amp; 9 SHHE Chs 10-12</td>
<td>Citations Discussion APA Activity #2 Zoom Meeting Thursday February 2nd 4:00 PM CST</td>
</tr>
<tr>
<td>Module 5</td>
<td>Feb 6-12</td>
<td>Introduction to Human Sciences</td>
<td>Module Content Readings #6 - #11 SHHE Chs 13-15 &amp; conclusion</td>
<td>Human Sciences Discussion Article Reaction Paper #2 Zoom Meeting Wednesday Feb 8th at Noon CST</td>
</tr>
<tr>
<td>Module 6</td>
<td>Feb 13-19</td>
<td>Research in the Field of Human Sciences</td>
<td>Module Content</td>
<td>Research Discussion APA Activity #3 Zoom Wednesday February 15th at Noon CST</td>
</tr>
<tr>
<td>Module 7</td>
<td>Feb 20-26</td>
<td>Career Objectives &amp; Professional Specializations</td>
<td>Module Content</td>
<td>Human Sciences Specialization Paper (Uploaded to LiveText &amp; Brightspace) Professional Discussion</td>
</tr>
<tr>
<td>Module</td>
<td>Date</td>
<td>Topics/Content</td>
<td>Readings</td>
<td>Assignments Due</td>
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<tr>
<td>Module 8</td>
<td>Feb 27-</td>
<td>Final Thoughts</td>
<td>SHHE Conclusion</td>
<td>Final Thoughts Discussion DUE WEDNESDAY MARCH 1st at NOON CST</td>
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<td></td>
<td>Mar 1</td>
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</table>

VI. **Course Readings:** There are a variety of course readings in the course in a variety of formats. Each reading is designed to align with the course objectives and help you connect your graduate studies with your career goals and understanding of the field of human sciences.

**APA manual** (Purchase Required) *Please note that the APA manual required for this course should be kept for the duration of your academic career.*:
PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (7th edition)
Author: American Psychological Association
ISBN: 978-1-4338-3217-8

**Textbook** (Purchase Required)

Read more about Danielle Dreilinger here: https://greatergood.berkeley.edu/profile/danielle_dreilinger

**Course Readings (Do not purchase):**

Reading #1

Reading #2

Reading #3

Reading #4

Reading #5
Reading #6

Reading #7

Reading #8

Reading #9

Reading #10

Reading #11

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. The emails will be from support@watermarkinsights.com.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 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 (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

I use and appreciate the feedback that you give me in the course evaluations! This feedback helps me to shape my courses and I have adjusted assignments, topics, and the way I give feedback based on these evaluations. You are not required to do them, but I sure do appreciate the constructive critiques of my course! I’ll remind you when the time gets closer to complete it.

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.

Attendance: It is important that you read all the course content (this is the equivalent of attending class!) and read all assigned readings. You can do this on your own time within the week-long session. I understand that you may have days or even a week when you have extenuating circumstances that make getting your work done more difficult. If you have a situation where your work is not getting done, please reach out and let me know! If you miss a week of work, you may be overextended. I ask that you talk with me to discuss your options. The sooner we can connect, the more I can help you!

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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or interference of students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University officials. (d) Facilitation of student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

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.

Student Mental Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable. When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.
Office Hours

I conduct my office hours via Zoom, if you would like to attend office hours in person, please notify me that you will be coming by the office. When using Zoom, I try to conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there. What that means for you on Zoom is that when you follow the link for office hours from the course and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already and no student in my physical office, I will immediately let you in. If you have to wait for a few minutes, that means I’m with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven’t forgotten you are there.