Instructor: Dr. Michael Ramirez
Associate Professor of Sociology
Office: 344 Bay Hall
Office hours: Tues/Wed 12:00 – 1:30 (via WebEx)
Website: Via WebEx thru Blackboard Shell
Phone: 361-825-2388
Fax: 361-825-3762
E-mail: Send in BlackBoard

Course Description:
Sociology is the study of social behavior and human groups. It is much more than simply a discipline—it is a way of engaging with and examining your world. This course is designed to introduce you to sociological perspectives and its major theories, as well as the research methods employed by sociologists to understand how society works. We will discuss the core concepts and theories that sociologists use, but will also review classic and contemporary studies on particular aspects of social life. We will focus primarily on the influence of social relationships on people’s attitudes, behaviors, identities, and life outcomes. Topics we will discuss include culture, socialization, the media, race, gender, social class, education, deviance, family, work, health, and social change.

This fully online course is taught via the Web at a distance and is available at http://Bb9.tamucc.edu. The learners will have to provide PowerPoint, spreadsheets, word processing, and other software as needed to complete some requirements of this course.

There are no prerequisites for this course and the course may be taken as an elective.

Student Learning Objectives:
By the end of the semester students should be able to:
● To define and understand basic concepts in sociology
● To understand the relationship between technology and social change
● To recognize the reciprocal relations between individuals and society

Student Learning Outcomes:
● Students will apply interdisciplinary knowledge to address and analyze real-world issues
● Students will interpret and evaluate various research materials and/or perspectives
Instructional Methods and Activities
The following instructional methods and activities will be used: online lecture notes/videos, discussion boards, data analysis assignments, and exams.

Course Requirements

Texts:

*You will need access to InQuizitive – automatically bundled with new physical copies of the book and e-versions. InQuizitive is also available for purchase on the publisher’s website for $20, if you have a used copy of the book without the access code.

InQuizitive:
InQuizitive is a formative, adaptive learning tool that supports our textbook, *The Real World*. InQuizitive works as a game in which you earn points. You are required to answer a minimum of 20 questions correctly for each chapter. The better prepared you are (by reading the chapter in advance), the faster you can earn the total number of points you for which you are striving. Answering items incorrectly does affect your score, but you can continue answering questions for as long as it takes you to earn the maximum number of points.

You can adjust the slider on the far right of the screen based on your confidence of answering each particular question. (Lower confidence on items of which you are not certain will minimize the number of points you can potentially lose, while higher confidence on items of which you are more certain can boost your score.)

You will be required to complete the InQuizitive module for each of the 12 chapters we will cover in *The Real World*. Each assignment will be worth up to 50 points (for a total of 600 possible points).

Note: I will keep access to InQuizitive open beyond each chapter’s submission due date. This is to allow you to continue to use InQuizitive as a study tool. Any progress made on InQuizitive after the due date will not be logged nor will it affect your grade. I do, of course, encourage you to revisit InQuizitive after the official due dates as you prep for exams.
Data Workshop Assignments:
To encourage your thinking on the issues we will cover over the semester, you will complete a series of data analysis assignments and activities. These assignments, included in *The Real World* textbook, will take the form of submissions you will write using data you will collect to use as data for your sociological interpretation.

The online submission of these assignments will test your reading and comprehension of relevant concepts from *The Real World* and will also ask you to respond to questions based on the data you have collected. You are required to respond at length for the analytical questions asking you about your interpretation of and/or the meaning of the data you collected. Write at least 1 or 2 paragraphs for each of these questions.

*Be careful as you submit your responses. The online assignment will always indicate the number of questions in total you will be required to answer. Hit the “Preview Response” button to view and submit your response. You must do this to then move on to the next question. (Hitting the “Continue” button will skip the remaining questions. Avoid doing this so you can access all questions and earn all possible points.)

You will select any 4 of these 6 options to complete. Each assignment will be worth 100 points (for a total of 400 possible points).

Discussion Board:
Participation is crucial for our online class. I will post a series of questions for you to respond to on the discussion board. You will be required to contribute at least once to every thematic unit covered in class of which there are three in total. Posts will be gauged on your thoughts, level of detail, synthesis of class material, and thoroughness of ideas presented. There is room for you to include your personal evaluation of the material, but you must make sure that you situate your response in the class material itself. The minimum of three required discussion board postings will be worth a total of 50 points each (for a total of 150 possible points).

Exams:
We will have three exams throughout this course, each of which is worth 100 points (for a total of 300 possible points). Each exam will be comprised of 50 multiple-choice questions. Exams will be taken via BlackBoard, and you will have a 100-minute time limit to complete it. Each exam will focus only on those materials read or studied since the last exam, although we will be building concepts and theoretical understandings that will be drawn upon throughout the course. It is only in this sense that they will be cumulative.
Grading
Your final grade will be calculated as follows:

InQuizitive (12 total worth 50 points each) ___ of 600 possible points
Data Workshops (4 total worth 100 points each) ___ of 400 possible points
Discussion Board (3 total worth 50 points each) ___ of 150 possible points
Exams (3 total worth 100 points each) ___ of 300 possible points
Final Grade (1450 possible points total) = ___ sum of all earned points

Final Letter Grades:
A = 1305 – 1450 points
B = 1160 – 1304 points
C = 1015 – 1159 points
D = 870 – 1014 points
F = 0 – 869 points

Course Schedule:
*All assignments must be completed by 11:59 pm on the day on which they are due.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Textbook</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Chapter 1: Sociology and the Real World</td>
<td>Discussion Board: Personal Introductions to Class</td>
<td>6/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set up Norton account</td>
<td>6/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>InQuizitive: How To Use InQuizitive</td>
<td>6/1</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Studying Social Life</td>
<td>Read: <em>The Real World</em>, Chapter 1</td>
<td>6/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>InQuizitive: Chapter 1</td>
<td>6/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: <em>The Real World</em>, Chapter 2</td>
<td>6/2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>InQuizitive: Chapter 2</td>
<td>6/3</td>
</tr>
<tr>
<td>Unit</td>
<td>Textbook</td>
<td>Assignments</td>
<td>Due Date</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Chapter 3:</td>
<td>Read: <em>The Real World</em>,</td>
<td>Data Workshop: Seeing Culture in a Subculture (pp. 84 – 85)</td>
<td>6/3</td>
</tr>
<tr>
<td>Culture</td>
<td>Chapter 3</td>
<td>InQuizitive: Chapter 3</td>
<td>6/4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 4:</td>
<td>Read: <em>The Real World</em>,</td>
<td>InQuizitive: Chapter 4</td>
<td>6/5</td>
</tr>
<tr>
<td>The Self</td>
<td>Chapter 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td>Data Workshop: TV as an Agent of Socialization (p. 112)</td>
<td>6/9</td>
</tr>
<tr>
<td>Interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion Board: Unit 1</td>
<td></td>
<td>6/10</td>
</tr>
<tr>
<td></td>
<td>Exam on Chapters 1, 2,</td>
<td></td>
<td>6/11</td>
</tr>
<tr>
<td></td>
<td>3, and 4</td>
<td>*exam available from 6:00 am to 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Read: <em>The Real World</em>,</td>
<td>InQuizitive: Chapter 6</td>
<td>6/11</td>
</tr>
<tr>
<td></td>
<td>Chapter 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 6:</td>
<td>InQuizitive: Chapter 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deviance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: <em>The Real World</em>,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 7:</td>
<td>Chapter 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Class</td>
<td>InQuizitive: Chapter 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Textbook</td>
<td>Assignments</td>
<td>Due Date</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Chapter 8:</td>
<td>Read: <em>The Real World</em>, Chapter 8</td>
<td>InQuizitive: Chapter 8</td>
<td>6/15</td>
</tr>
<tr>
<td>Race and</td>
<td>Data Workshop: Does TV Reflect</td>
<td></td>
<td>6/16</td>
</tr>
<tr>
<td>Ethnicity as</td>
<td>the Realities of Race? (pp. 241</td>
<td></td>
<td>6/17</td>
</tr>
<tr>
<td>Lived</td>
<td>– 243)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>Chapter 9</td>
<td>Read: <em>The Real World</em>, Chapter 9</td>
<td>6/17</td>
</tr>
<tr>
<td>Chapter 9:</td>
<td>InQuizitive: Chapter 9</td>
<td>Data Workshop: The Second Shift: Gender Norms and Household Labor (pp. 271 –</td>
<td>6/18</td>
</tr>
<tr>
<td>Constructing</td>
<td></td>
<td>272)</td>
<td></td>
</tr>
<tr>
<td>Gender and</td>
<td></td>
<td>Last Day to Drop a Class</td>
<td>6/19</td>
</tr>
<tr>
<td>Sexuality</td>
<td></td>
<td>Discussion Board: Unit 2</td>
<td>6/22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam on Chapters 6, 7, 8, and 9</td>
<td>6/23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*exam available from 6:00 am to 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Read: <em>The Real World</em>, Chapter 11</td>
<td>InQuizitive: Chapter 11</td>
<td>6/23</td>
</tr>
<tr>
<td>Chapter 11:</td>
<td></td>
<td>Data Workshop: Are Your Clothes Part of the Global Commodity Chain? (pp. 349</td>
<td>6/24</td>
</tr>
<tr>
<td>The Economy,</td>
<td></td>
<td>– 350)</td>
<td></td>
</tr>
<tr>
<td>Work, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6
<table>
<thead>
<tr>
<th>Unit</th>
<th>Textbook</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 12: Life at Home</td>
<td>Read: <em>The Real World</em>, Chapter 12</td>
<td>InQuizitive: Chapter 12</td>
<td>6/25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Workshop: Comparative Mealtime (pp. 374 – 375)</td>
<td>6/29</td>
</tr>
<tr>
<td>Chapter 15: City and Country</td>
<td>Read: <em>The Real World</em>, Chapter 15</td>
<td>InQuizitive: Chapter 15</td>
<td>6/29</td>
</tr>
<tr>
<td>Chapter 16: Social Change</td>
<td>Read: <em>The Real World</em>, Chapter 16</td>
<td>InQuizitive: Chapter 16</td>
<td>6/30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion Board: Unit 3</td>
<td>7/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam on Chapters 11, 12, 15, and 16</td>
<td>7/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>exam available from 6:00 am to 11:59 pm</em></td>
<td></td>
</tr>
</tbody>
</table>

**Course Policies**

**Discussion Board:**
The standard substitute for lecture in the online classroom is the discussion board. Discussions allow students and instructors to interact in an important and substantive manner. Your instructor will should participate in the discussion boards to demonstrate engagement with students in the classroom. Instructors should create a discussion forum exclusively for the purpose of fielding student questions and course concerns.
**Grading Criteria:**
Evaluation criteria for all assignments will be available in the form of grading rubrics. Rubrics will be posted along with the assignment descriptions to ensure your awareness of grading criteria prior to completing and submitting assignments.

**Turning in Assignments:**
To turn in assignments electronically, name any file with your name and the assignment. Example: When Stacy Smith turns in her first paper, she would call it *SmithStacyPaper1*. Include your name and the project on the subject line when you submit your work. In addition, include your name in the heading of any documents that you turn in.

**Time Requirements:**
Regular 3-credit undergraduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 12 hours each week on this class. Because this is an online course, you may have to spend even more time than 12 hours some weeks.

**Late Work:**
Assignments are due on the dates indicated in the syllabus and schedule. Late work will be accepted (for all assignments except for InQuizitive and exams), but will be penalized. I will deduct 10 points for every 24-hour period in which your assignment is late. Work will only be accepted a maximum of two days beyond the deadline. All assignments are available well before the due date. Plan accordingly to complete and submit all work on time.

**Missed Exams:**
Under only extreme circumstances will you have the opportunity to make-up missed exams, and only after I have received *proper documentation*. Such instances include family emergencies, auto wrecks, or major health emergencies.

**Disabilities Services:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
**Academic Advising:**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class:**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class with an automatic grade of “W” this term is June 19th.

**Grade Appeals:**
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Website at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf).

**Academic Integrity/Plagiarism:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the
presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of F for the course.

**Academic Honesty/Plagiarism:**

**Definition:** *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.* Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University's OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Statement of Academic Continuity:**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Academic Integrity with Course Products and Evaluations:**

The guiding principle of academic integrity is that a student’s submitted work must be his/her own. Since the course objectives focus on the processes of developing course related materials, as well as the materials themselves, it is expected that all course products will consist of work done specifically for this course. Products completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor and supply any requested existing materials at the start of this course. Any intended projects
relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Shared work is intended to allow students to learn from each other in projects. Any problems in working together should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the experience.

**Related Issues:**

Online courses require time management and planning on your part. You cannot afford to get behind since many topics and assignments are based on the skills and products of previous assignments; there is no meaningful way to “cram.” Contact me if you are having any problems with assignments.

There is a reliance on technologies in this course that impacts the need to have assignments done on time. Having ample time to complete an assignment will be the responsibility of the student. It is also the student’s responsibility to find solutions to technical problems with sufficient time to complete the required tasks. Do not wait until a due date is near to discover/report lack of access to software, inability to connect to a network, etc. While the instructor will help wherever possible, it is the students’ responsibility to maintain his or her network. However, technical problems can originate on the TAMU-CC campus, in which case you will not be responsible to complete work that you can not complete due to TAMU-CC network or software problems. You are responsible for contacting me as soon as you detect a problem so that we can arrange a way for you to meet the course objectives.

**Starfish:**

Starfish is a software communication program used to connect you (the student) to your “Success Network” of instructors, advisors, and other academic support programs on campus. If you receive an email from starfish@tamucc.edu, this means I have raised a Starfish “communication” item useful for connecting you to campus resources and course progress guidance. Starfish “communication” items include:

* Flags: Early Alerts regarding Course Effort/Progress
* Kudos: Commendation for Course Effort/Progress
* Referrals: Recommended utilization of services: tutoring, mentoring, coaching, advising, etc.
* To-dos: Assigned tasks, such as “Meet with me”

Acting on these messages in a timely manner is vital to your success as a student at TAMUCC. The purpose of Starfish is to help instructors communicate information with their students, and connect students with campus resources available to them. For Starfish assistance, please call 361-825-3653 or email Starfish@tamucc.edu
Syllabus Disclaimer:
This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change. Any changes will be posted on the Blackboard Learning System’s Announcements.

Classroom/professional behavior:
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility:
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Technical Support and Requirements

Blackboard Learning System Help: http://iol.tamucc.edu
“Help” At the bottom of the Blackboard Course Management Control Panel in the course menu on the left hand column of the course interface. Phone: Help Desk (361) 825-2825

Island Online Student Resources Webpage:
https://distance-education.tamucc.edu/student_resources.html

Getting Technical Help
If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu
Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/techreq.php for computer requirements.

- To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/
- To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/

Navigating Blackboard 9.1
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials, which links to a page with videos to show you how to do tasks such as submitting an assignment.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

Online Course Guidelines:
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:
- Post assignments on time. Early is even better.
- Work extra hard to get to know other classmates.
• Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
• Respect other classmates by watching what you say.
• Add your opinions to/participate in the discussions.
• Check the assignments every week. Don’t wait until the last minute.
• Be helpful to other students
• Don’t get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course.
• Stay focused and stay connected.
• Keep up with your assignments and your grades. It is not the teacher’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
• In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.

**Delivery of instructor feedback – During the week (exclude weekends),** Instructor response to online requests usually occurs within a 24-hour period, but you can expect a response within 3 days.

**Student login expectations** - Students are required to login often – once every other day at a minimum. It is recommended that students check daily for announcements and updates.

**Faculty availability to support students** - I maintain a consistent web presence and am available to meet online in the Blackboard asynchronous or synchronous environment or via phone.