



COURSE PREFIX 695.01W RESEARCH METHODOLOGY

COURSE SYLLABUS: Spring 2018

INSTRUCTOR INFORMATION

Instructor: Dr. Julia Ballenger, Professor

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Preferred Form of Communication: E-mail

Communication Response Time: 24 hours unless there are extenuating
circumstances

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

American Psychological Association. (2010). *Publication Manual
of the American Psychological Association* (6th ed.). Washington, DC.

Babbie, E. (2015). *The practice of social research* (14th.). United States: Wadsworth
Cengage

.Creswell, J. W. (2015). *Research design: Qualitative, quantitative, and mixed methods
approaches*. Thousand Oaks, CA: Sage ISBN 9781506386706

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Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press. (Consider purchasing a used copy.)

Course Description

This course provides an overview of research methodology to include basic concepts employed in quantitative, qualitative, and mixed methods research designs in addition to computer applications for research. This course meets the requirements for a Level I research tools course. Prerequisite: Doctoral status or consent of the instructor.

Student Learning Outcomes – Students will be able to:

1. Evaluate the appropriateness of various research designs, specific methods of data collection and analyses, and interpretation of peer review journal articles.
2. Describe characteristics of quantitative, qualitative, and mixed methods research design procedures.
3. Apply the principles and procedures related to standardized measurement in selecting an appropriate data collection instrument for a study.
4. Describe ethical guidelines in conducting research for the protection of human subjects.
5. Write research problems and structure appropriate purposes for the research study associated with such a problem.
6. Develop research questions and/or hypotheses based on research literature.
7. Identify appropriate data collection instruments and protocols and data analyses techniques for an appropriate research design.
8. Select an appropriate research design for various research problems including experimental, quasi-experimental, non-experimental quantitative, qualitative, and mixed-methods designs.
9. Describe the techniques for analysis of data in descriptive and inferential statistics and designs.

COURSE REQUIREMENTS

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Overview of Learning Activities (Assignments)

Module 1 - Assignment 1 (Narrative paper- use appropriate APA 6th Edition format) References begin on a separate page.

Quantitative Design Report and Article Critique (20 points)

Please place the source of articles and other sources used in this assignment in the References. Follow the APA 6th edition format for this assignment. Do not forget to list references in alphabetical order based on first author. Read Chapter 7 – References, in the APA 6th edition manual to learn how to format the references correctly.

Assignment 1: Quantitative Design Report and Article Critique

*Provide a scenario describing two types of research designs (i.e., descriptive survey research, casual comparative, and correlational.) You may use examples of scenarios in Babbie's textbook or in the videos in this module. Cite sources. Include the step-by-step procedures that should be taken to collect and analyze the data. **Next**, discuss the steps that should be taken to ensure a quality survey research design and the measures to be taken to increase participant response rates. Read Babbie's chapter on Survey Research. **Lastly**, critique one primary source journal article. Let me know if you would like me to review the journal article before you write the critique.*

Article Critique

Guidelines for Critiquing a Quantitative Research Study

The process of critiquing an article involves an in-depth examination of each stage of the research process. It is not a criticism but rather an impersonal

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scrutiny of a piece of work using a balanced and objective approach. The purpose of the critique is to highlight both strengths and weaknesses, and to identify whether a piece of research is trustworthy and unbiased. Organize the body of the critique according to the headings below. The bold headings should be included in your Narrative Paper along with the answers to all questions below.

Title

Include the title of the Research Article.

Does the title reveal the research design? If yes, what is the research design?

Does the title include major concepts to be studied? What are the major concepts?

How many words are in the title?

Citation

Include the source of the article. That is, include the author (s), title, and publication information.

Abstract

Is there an abstract? If yes, does the article offer a clear overview of the study including the research problem, research questions/hypotheses, sample, methodology, findings, and recommendations? Explain.

Purpose of the Study and Research Problem

Is the purpose of the study and research problem clearly identified? Explain

Research Questions/Hypotheses

Are the research questions and hypotheses included in the study?

Describe how the research questions and hypotheses are aligned (i.e., related) to the purpose and research design?

Do the research questions and hypothesis reflect the information presented in the literature review? Explain.

Literature Review

Is the literature review organized logically? Describe how the literature review is organized.

Does the review offer a balanced and critical analysis of the literature?

How?

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Is the majority of the literature of recent origin? How recent? How old? Are the older studies seminal research; that is, the first research known to the field?

Theoretical Framework

Has a theoretical framework been identified?

What major theories and theorists are included in the framework?

How is the framework aligned to the purpose and problem?

Sample

Has the target population been clearly identified? Who are the target sample population participants?

How was the sample selected?

Was it a probability or non-probability sample?

Is the sample of adequate size?

Are the inclusion/exclusion criteria clearly identified? What are the criteria for sample selection?

Research Design/Methodology

Is the research design clearly identified? What is the research design?

Has the data gathering instrument been described? What was the data gathering instrument and tools?

How was the instrument developed?

Were reliability and validity testing undertaken and the results discussed? Describe.

Was a pilot study conducted?

Data Analysis/Results

What type of data and statistical analysis was undertaken?

Was it appropriate? If yes, explain?

If a hypothesis was identified, was it supported by the data? Explain.

How many of the sample participants participated? Was this an appropriate response rate? Describe the significance of the findings?

Discussion

Are the findings linked back to the literature review and linked forward to new research?

Were the strengths and limitations of the study including generalizability discussed?

Were recommendations for further research made? Include one of the recommendations?

References

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Were all the books, journals, and other sources alluded to in the study accurately referenced?

Module 2 - Assignment 2

Qualitative Design Report and Article Critique (20 points)

Assignment 2: Qualitative Design Report and One Qualitative Article Critique

First, select two types of qualitative research designs to describe. Examples of qualitative research designs are case study research (single or multiple case studies); phenomenology research (Hermeneutic Phenomenology, Transcendental Phenomenology, Interpretive Phenomenological Analysis (IPA), Autoethnography; Narrative Inquiry; Narrative Analysis; Ethnography; or Grounded theory. Include the following information in the description (two paragraphs): (a) describe the qualitative research design, (b) include the role of the researcher, (c) discuss the type of data collection tools, (d) discuss one sampling technique used to select the participants, (e) describe one data analysis technique use to analyze the qualitative data, and (f) discuss the standards of trustworthiness such as credibility, dependability, and triangulation used to increase rigor in qualitative studies. Use headings from each of the statements to organize the responses (i.e., Data Collection Tools). Use a narrative format and cite sources. Your textbooks, information in the modules, and other resources online may be cited as sources.

Next, describe the characteristics of qualitative and quantitative research. Cite sources. Begin on a separate page. **Lastly**, critique one qualitative, primary source

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article. Begin on a separate page. Submit all sections of this assignment by the due date. Refer to the course calendar for the due date.

Qualitative Article Critique

A number of questions need to be asked in critiquing the steps in the research process of an article. However, these questions are seeking more than a simple 'yes' or 'no' answer. The questions are posed to stimulate the reviewer to consider the implications of what the researcher has done.

Respond to the following questions to guide the critique of one qualitative, primary source article. Please let me know if you would like for me to review your article before you write the critique.

Citation

Write the citation for the article (i.e., include author(s), year, title, and publication information. See APA 6th edition, Chapter 7 References, Journal Articles, to format your source correctly.

Article Title

Is the title clear and related to the research purpose and design? If yes, explain why. If no, explain why. How many words are in the title?

Abstract

Is an abstract included in the article?

If so, describe what is included in the abstract? (i.e., clear overview of the study, including purpose, research problem, sample, methodology, findings, and recommendations).

Purpose of Study and Research Questions

Is the purpose of the study and research questions clearly identified? If yes, what are they?

Literature Review

Has a literature review been undertaken?

Does the review of the literature include an introduction?

How is the literature review organized? (Headings and subheadings, Funnel, Chronological order, etc.) Explain

What was the coherent argument in the literature review?

How did the authors synthesize the research?

Theoretical or Conceptual Framework

Has a conceptual or theoretical framework been written? If yes, what is the conceptual or theoretical framework?

Is the framework adequately described? How do you know?

Research Design

Is a research design included? If yes, what is the research design?
Describe the appropriateness of the research design to the purpose and research questions?

Sample

Is the sampling method and sample size identified? If yes, what is the sampling method and sample size?

Was it a convenience or purposive sampling? Define both type of sampling.

Were the demographics of the participants described? If yes, what were the demographics of the participants?

Were the participants suitable for informing research? If yes, explain why.

Data Collection

Are the data collection tools and procedures described? If yes, what were the data collection tools and procedures used to collect the data?

Were the data collection tools appropriate for the research design? Explain

Data Analysis

Are the data analysis techniques described? Explain

What was the name of the data analysis technique?

Did the researcher follow the steps of the data analysis technique? Explain

Were participants consulted in the interpretation of the data? If yes, explain

Rigor

Does the researcher discuss how rigor/trustworthiness assured by addressing credibility, dependability, transferability, and triangulation? Explain.

Findings/Discussion

Are the findings presented appropriately? What are the findings?

Are the discussions included?

Has the purpose of the study been adequately addressed? Explain how.

Conclusions/Implications and Recommendations

Are the conclusions and implications included? If yes, briefly include them.

Are recommendations made to suggest how the research findings can be developed? If so, include one of the recommendations.

References

Were all the books, journals, and other sources alluded to in the study accurately referenced?

References (Begin references on a new page.)

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Please list your two references and other sources in this assignment in APA 6th edition format in a Reference list. Don't forget to list references in alphabetical order based upon first author. Read Chapter 7, References, in the APA 6th edition manual.

Module 3 – Assignment 3 – Annotated Bibliography, Chapter 2 (Literature Review) Outline, and Reference List (10 points)

You do not need to use a template for this assignment. The assignment consists of an Annotated Bibliography of your sources, the broad Topic of your research study, the Chapter 2 (Literature Review) Outline, and 10-15 sources (primary and secondary/ that pertain to your broad research topic. Use the information in the APA 6th edition manual (Chapter 7, References) to format your sources.

The Chapter 2 (Literature Review) Outline includes the broad topic of the proposed research study. The major headings and subheadings in the outline should come from the primary and secondary sources reviewed for the literature review. For this assignment, add at least two subheadings for each major heading in the outline. Later, you will use this outline to guide your writing of the literature review.

Annotated Bibliography

According to Ellison (2010), "An annotated bibliography provides a description and evaluation of each of your sources. The annotated bibliography can help you remember specific information contained in your sources, and often act as a springboard to further research because you are able to see what has already been written about your topic" (p. 56).

Now you are ready to begin writing the annotated bibliography.

- **Choose your sources.** Before writing the annotated bibliography, choose your sources. This involves doing research much like any other research project. Locate sources that apply to the broad proposed research topic.
- **Review the primary and secondary sources.** These sources will be used to write your literature review, which is another assignment.

The syllabus/schedule are subject to change.

- **Write the citation and annotation.** When writing your annotation, the complete citation should always come first and the annotation follows. You should include the following in the annotation:
 1. The purpose of the article
 2. A summary of its content
 3. Its relevance to your broad research topic
 4. The strengths and weaknesses of the content as related to your research topic

Organize the annotated bibliography in alphabetical order. Length: One, double-spaced page.

Module 4 – Assignment 4 – The Literature Review (i.e., Chapter 2 in a dissertation), Literature Review/Chapter 2 Outline, and Reference List (20 points)

Writing a literature review is a means of demonstrating an author’s knowledge about a particular field of study. The literature review is more than a string of annotations. Students will write a literature review related to their research topic. The literature review is a critical synthesis. That is, you critically synthesize the research articles. Do not summarize the articles. In the synthesis, compare and contrast the content across all articles, look for patterns across the sources and note them in the synthesis, note conflicts, etc. Do not write summaries of each article. This literature review should read like an argumentative narrative. Read other literature reviews in dissertations and scholarly articles.

Insert your Chapter 2 Outline, a **minimum of 10 to 15 double-spaced pages**, the Review of the Literature paper, and a minimum of 10-15 references (references are inserted at the end of the template) that complement your research topic in the **EDAD 695 Proposed Research Study Template**. Include the following components in the literature review:

- Introduction to the literature review
- Synthesis of the Historical Perspectives related to the board research topic
- Conceptual or Theoretical Framework (theories and theorists related to your problem statement)
- Headings and subheadings that include the topics in the Outline
- Synthesis of the secondary sources and primary source quantitative and qualitative empirical research related to the broad research topic.

The syllabus/schedule are subject to change.

- Summary-of the research (i.e., major conclusions related to the themes/topics and gaps in the research)

Module 5 – Assignment 5 - Introduction to the Study – The Purpose of the Study, Research Problem, and Research Questions or Hypotheses (i.e., include hypotheses quantitative study) (10 points)

I am aware that this may be your first research tool course in the doctoral program. In this course, you are learning to write certain parts of a research study without actually conducting the study. Please (a) begin with the broad research topic you used in the previous assignment for your literature review, which will serve as the title for this module assignment; (b) add an introduction to the study, (c) include the problem statements; (d) include the purpose of the study, and (e) include research questions (i.e., and hypotheses if quantitative study).

Use the EDAD 695 Proposed Research Study Template that you used in Modules 4 for this Assignment. Always delete template instructions/examples and add your content. Do not use italics in your writing. Your work should be in APA 6th Edition style

Module 6 – Assignment 6 - Method of Procedure (15 points)

This assignment is not a completed study. It is a proposal to conduct a study. You are not required to collect or analyze data. In the Method of Procedure section of the proposed research study, you will include: The description of the Research Design and Rationale for choosing the research design, Selection of Sample, Data Collection tools, and Analysis of data technique/Treatment of Data for the proposed study. Place this section in the **EDAD 695 Proposed Research Study Template**. Include the following components:

- Broad Research Topic
- Purpose of the Study
- Research Design and Rationale
- Data Collection Tools
- Sampling Technique
- Data Analysis Technique/Treatment of Data

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Module 7 Assignment - IRB Paper (10 points)

Use some of the information that you used in the proposed research study and information on the IRB website to respond to the IRB statements below. Write a 2-page, double-spaced paper. The purpose of this assignment is for you to become familiar with the IRB forms. You are *not required* to complete the two IRB forms on the IRB website. The format of the paper is statement/response.

IRB Paper Assignment

1. Include the broad topic of your proposed research study.
2. Purpose of the Study - In no more than a paragraph, briefly state the purpose of your study, including research questions(s) you intend to answer and hypotheses you intend to test (if quantitative study).
3. Describe how you will recruit participants.
4. Describe methods you will use to collect data. Describe data collection tools.
5. Describe the procedures you will use to maintain the confidentiality of personally identifiable data.
6. Describe the risks to the proposed study.
7. Describe the benefits of the proposed study

Minimal Technical Skills Needed

You will be expected to know how to use the learning management system, use Microsoft Word and PowerPoint. Some of the assignments require you to make a virtual presentation with a variety of graphics designs. You will be required to understand how participate with others in a Google + Hangout, on SKYPE or Adobe Connect.

Instructional Methods

The instructor will create a learning environment and provide guidance for engagement with the content and learning activities. The instructor will provide learner-learner,

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learner-content, and learner-instructor opportunities for each student to be actively engaged in the learning. It is my desire that you experience a quality learning environment as you master the skills and knowledge needed to accomplish each of the student learning objectives.

Student Responsibilities or Tips for Success in the Course

This course is fully online. It is instructor led with a course schedule. The course content is presented in learning modules in LearningStudio (eCollege). Each module contains instructions, and the course schedule outlines the due dates. In each module you will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to you on the first day of the Module. As a graduate-level course the instructor expects quality work from each student supported by adequate preparation and involvement.

GRADING

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

Grading Scale

- A = 113-125 points
- B = 100-112 points
- C = 88-99 points
- D = 75-87 points
- F = 74 points and below

Assessments

Explanation by graded assessment type (points toward final grade)

Module Assignments: All assignments must be completed in order to earn an A for this course.

Module	Assignment/Points	Discussion Points
Module 1	Assignment 1 - 20	No Discussion
Module 2	Assignment 2 - 20	No Discussion
Module 3	Assignment 3 - 10	Discussion 3 - 5
Module 4	Assignment 4 - 20	Discussion 4 - 5
Module 5	Assignment 5 - 10	Discussion 5 - 5

The syllabus/schedule are subject to change.

Module 6	Assignment 6 - 15	Discussion 6 - 5
Module 7	Assignment 7 - 10	No Discussion
Total Points	105	20
Grand Total Points		125

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.

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JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

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Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

The syllabus/schedule are subject to change.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date

The syllabus/schedule are subject to change.

- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Assignments and discussion board threads will be graded either during the assignment period or no later than 7-8 days after the due date, unless there are extenuating circumstances (illness). Constructive feedback will be provided on all assignments. The instructor expects students to review feedback and make corrections to the assignments. The instructor does not want to see the same errors in future assignments. The preferred mode of communication is via email at Julia.ballenger@tamuc.edu. If there is a need for a telephone conversation, you may call me via my cell phone at 936.554.9300. Response time to students will be within 48 hours unless there are extenuating circumstances (i.e., illness).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus/schedule are subject to change.

Course Specific Procedures/Policies

No late work will be excepted unless approval is granted by the professor.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

The syllabus/schedule are subject to change.

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

The syllabus/schedule are subject to change.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Current semester by specific dates

The syllabus/schedule are subject to change.