



PSY 310.03W Psychology/Sociology of Diverse Populations
COURSE SYLLABUS: Spring 2020

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COURSE INFORMATION

Course Description: The course is not going to be a typical cross-cultural psychology course in which we are going to compare and contrast, looking for universals and differences, in psychological functioning among various cultures. Instead, we will concentrate major theories in psychology and how they relate to diversity.

A main theme—diversity in psychological functioning—considers whether results from typical psychological studies are observed in more varied settings. Most studies in psychology are based on a limited range of world’s people: predominantly young, middle-class, European-American, college students. But what will happen if the same studies are conducted with more diverse populations, such as people outside the USA, older adults, or people residing in rural areas in Texas?

The landscape covered will include topics: social psychological theory applicable to ethnic/racial relations, diversity in the workplace and educational settings, stereotypes, prejudice, and discrimination.

On MyLeo Online you will find video lectures. The videos are (1) embedded in each week and (2) available for download as either .mov or .mp4 in the doc sharing section. All of the readings are also available in doc sharing section.

Student Learning Outcomes: First, students will be expected to identify and analyze social and ethical challenges, including possible resolutions. Second, students will be expected to be able to demonstrate an understanding of cultural differences from diverse perspectives regarding an issue. To demonstrate these first two learning outcomes students will be asked to write a midterm paper. Third, students will be expected to demonstrate knowledge of interconnectedness of global dynamics (e.g., issues, processes, trends, and systems). To demonstrate knowledge of interconnectedness of global dynamics students will be asked to write a final paper that connects concepts presented in class to global issues.

COURSE REQUIREMENTS

Grading:

1. Reaction Papers: Over the course of the semester all students are required to post online (in the discussion section for that week) **THIRTEEN** ¼-page (single spaced) reaction papers. The papers are due Sunday by midnight for that week (see below for topics we are discussing). For example, if we discuss social identity theory the week of January 27 to February 2, you need to post your reaction by Sunday (February 2nd) by midnight. The purpose of the reaction paper is to apply the concepts in a given lecture/article to your own life (e.g., past experience, expectations, ideas of how the concepts can be applied in other areas of life, research ideas). There is no specific requirement for these papers except to show that you have thought about the concepts presented in lecture and article. You can write the paper about just the lecture, just the article, or both. **Within each paper please write one multiple choice question on that topic.** I highly recommend that you work ahead (e.g., post reactions a couple days in advance of when they are due) to avoid a last minute rush to post your reaction. Late reaction papers will be accepted, however points will be docked. Each paper is worth 10 points.

2. Midterm Paper: The midterm paper will consist of a 2-page paper (double-spaced, 12-point Times New Roman font, left/right margins 1", top/bottom margins 1", saved as .docx, .doc, .pdf, or .rtf). The purpose of the paper is to identify and analyze a social or ethical challenge in the world, offer 2-3 resolutions to the challenge, and examine the challenge from two cultural perspectives. There are three parts to this assignment. First, you need to decide on a current event that you find interesting (e.g. from politics, international events) and you consider to be a social and ethical challenge. Second, you need to offer 2-3 possible resolutions to the challenge. Then you need to find two media sources from two different cultural worlds that describe, comment, etc. on the event that you have chosen. I would recommend that you find sources from two different countries. One of the sources can be a U.S. source. You can use the Internet to find articles, but it will be useful if you use reputable sources (e.g. USA Today, CNN, New York Times, FoxNews, etc.). Many foreign countries have their news websites in English as well, so you will not be required to learn a foreign language☺. The third part of the assignment is to compare and contrast the two sources, such as examining the language used, projected attitudes towards the event, perceptions of the event, etc. Thus, your paper should describe the social/ethical challenging event, describe how the two news sources cover the event, and include 2-3 possible resolutions to the challenge. Please use APA format and be sure to cite any outside sources (e.g., newspapers, websites, journal articles). Google News is a great place to find articles covering the same topic. When you see a topic that interests you, you can click on see realtime coverage (and then see all articles) and view all of the articles that have been written about that topic (and based on the names of the newspapers figure out which country they are from). The paper is worth 50 points. The midterm paper is due by Sunday February 23 by 11:59PM.

3. Exams: There will be two online exams. Each exam will consist of 50 multiple choice questions, and are worth 50 points each. You will have 5 hours to complete each exam. Please allow yourself at least a full hour on the computer for each exam (you cannot start and stop the exam time).

Exam 1 is due by Sunday March 22nd by 11:59PM

Exam 2 is due by Friday May 1st by 11:59PM

4. Final Paper: The final paper will consist of a 2-page (minimum) paper (double-spaced, 12-point Times New Roman font, left/right margins 1", top/bottom margins 0.8", saved as .docx, .doc, .pdf, or .rtf). In this paper you will (1) define a concept or multiple concepts that you

learned in this class, (2) describe the concept(s), (3) describe an issue that affects people in multiple countries (e.g., social injustice, environmental issue, political issue), (4) describe how the concept(s) you learned in this class apply to understanding the global issue (or how to mitigate possible negative outcomes of the issue). Please use APA format and be sure to cite any outside sources (e.g., newspapers, websites, journal articles). The paper is worth 70 points. The final paper is due by Friday May 1st by 11:59PM.

Assessment:

Reaction papers: 130 points

Exams: 100 points

Midterm Paper: 50 points

Final Paper: 70 points

A = 315-350

B = 280-314

C = 245-279

D = 210-244

F = 209 and below

EXTRA CREDIT

There is a small amount of extra credit available for this course. I will offer another 45 points of extra credit for participation in online research studies. I will offer 15 points for each 0.5 credits of research (max 45 raw points or 1.5 experiment credits). You can find a guide to participating in research at the bottom of the syllabus. If you would like an alternative assignment for extra credit instead of participating in research contact me. The first time you log into SONA (the web system the psychology department uses to schedule participation) you will be asked to complete a prescreen survey. Completion of the prescreen is worth 0.5 experiment credits if done in the first two weeks of the semester.

FREQUENTLY ASKED QUESTIONS

Q: I am having problems viewing the video lectures.

A: There are multiple reasons why the video lectures will not play. The .mov video is meant for quicktime player. The .mp4 format is more universal. Try .mp4 first (try using a different media player like VLC). If that doesn't work, then try the .mov version using quicktime player. If that doesn't work, email me.

Q: What is the best way to study for the test?

A: Print out and read over the articles. Also, look over the lecture slides one more time (they are in the class materials section of myLeo Online). The questions on the test will be based on the questions students post in the reaction papers. Thus, it is a good idea to study those questions.

Q: I forgot to post my reaction paper can I still post it?

A: Yes, I will take late papers. However, I will take a couple points off for being late. The one exception to this is that all work in the class must be completed by 11:59PM of the Friday before finals week. I will not accept any late work after that time.

Q: Why were points taken off my reaction paper?

A: In myLeo Online there is a way to see any comments I may give. If points are taken off the paper I will put a comment. The two most common reasons for deducting points are (1) the paper is too short (i.e., less than ¼-page single-spaced) and (2) the response is missing the multiple-choice question.

Q: Do I need to understand the statistics in the articles?

A: No, the purpose of the articles is to expose you to actual research and theory. I do not expect you to understand everything in the articles (however, you may have to google some of the terms to gain a fuller understanding of the article).

COURSE OUTLINE / CALENDAR

Week 1: Monday January 13 to Sunday January 19

Lecture 1: Introduction and Syllabus

[NOTE: NO REACTION PAPERS FOR THIS WEEK]

Week 2: Monday January 20 to Sunday January 26

Lecture 2: Robbers Cave Study

Week 3: Monday January 27 to Sunday February 2

Lecture 3: Identity

Article: Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *The social psychology of intergroup relations* (pp. 33-47). Monterey, CA: Brooks-Cole.

Week 4: Monday February 3 to Sunday February 9

Lecture 4: Culture

Article: Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *The psychological foundations of culture* (pp. 335-360). Mahwah, NJ: Lawrence Erlbaum Associates.

Week 5: Monday February 10 to Sunday February 16

Video: Merchants of Cool (Frontline video, watch the whole video (not the individual parts))

<http://www.pbs.org/wgbh/pages/frontline/shows/cool/>

Then click on "Watch the Full Program Online"

(Something to think about... how does this video relate to the previous lecture?)

Week 6: Monday February 17 to Sunday February 23

Lecture 5: Stereotypes

Article: Jussim, L., & Harber, K. D. (2005). Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality and Social Psychology Review*, 9, 131-155.

MIDTERM PAPER DUE THIS WEEK (By Feb. 23rd at 11:59PM in MyLeo Assignment folder)

Week 7: Monday February 24 to Sunday March 1

Lecture 6: Prejudice

Article: Leyens, J.-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review*, 4, 186-197.

Week 8: Monday March 2 to Sunday March 8

Lecture 7: Discrimination

Article: Hebl, M. R., King, E. B., Glick, P., Singletary, S. L., & Kazama, S. (2007). Hostile and benevolent reactions toward pregnant women: Complementary interpersonal punishments and rewards that maintain traditional roles. *Journal of Applied Psychology*, 92, 1499-1511.

Week 9: Monday March 9 to Sunday March 15: SPRING BREAK

[NO REACTION PAPERS DUE]

Week 10: Monday March 16 to Sunday March 22

Lecture 8: Reducing Prejudice

Article: Park, B., & Judd, C. M. (2005). Rethinking the link between categorization and prejudice within the social cognition perspective. *Personality and Social Psychology Review*, 9, 108-130.

EXAM ONE THIS WEEK (Covers Weeks 2 to 10; this includes the reducing prejudice lecture & article)

Week 11: Monday March 23 to Sunday March 29

Lecture 9: Ageism

Article: Kite, M. E., Stockdale, G. D., Whitley, B. E., Jr., & Johnson, B. T. (2005). Attitudes toward younger and older adults: An updated meta-analytic review. *Journal of Social Issues*, 61, 241-266.

Week 12: Monday March 30 to Sunday April 5

Lecture 10: Gender

Article: Swim, J. K., & Hyers, L. L. (1999). Excuse me—What did you just say?!: Women's public and private responses to sexist remarks. *Journal of Experimental Social Psychology*, 35, 68-88.

Week 13: Monday April 6 to Sunday April 12

Lecture 11: Sexual Orientation

Article: Herek, G. M. (2000). The psychology of sexual prejudice. *Current Directions in Psychological Science*, 9, 19-21.

Week 14: Monday April 13 to Sunday April 19

Lecture 12: Diversity at School

Article: Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629.

Week 15: Monday April 20 to Sunday April 26

Lecture 13: Diversity at Work

Article: Adams, G., Biernat, M., Branscombe, N. R., Crandall, C. S., & Wrightsman, L. S. (2008). Beyond prejudice: Toward a sociocultural psychology of racism and oppression. In G.

Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.),
Commemorating Brown: The social psychology of racism and discrimination (pp. 215-246).
Washington, DC: APA Books.

Week 16: Monday April 27 to FRIDAY May 1

EXAM TWO THIS WEEK (covers weeks 11 to 16) DUE FRIDAY MAY 1st BY 11:59PM
FINAL PAPER DUE BY FRIDAY MAY 1st BY 11:59PM

If you are doing online research for extra credit for the class, these are due by midnight of Friday
May 1st 11:59PM (all research studies shut down after Friday May 1st).

**ALL CLASS WORK SHOULD BE COMPLETED BY FRIDAY May 1st AT 11:59PM. NO
LATE WORK WILL BE ACCEPTED AFTER THIS DATE.**

Students' Guide to Research Participation for Extra Credit
Department of Psychology, Counseling, & Special Education
Texas A&M University-Commerce

- **What is Research Participation?**

Exposure to research is essential to your gaining a better understanding of the scientific study of psychology. It is how we add new knowledge in psychology. Being involved in research is a good way to experience first-hand and learn about the scientific enterprise. We believe there are two key ways to experience research activity at this level: 1) read about related scientific investigations; 2) experience research as a volunteer participant; or some combination of both. The class in which you received this handout offers extra credit through one or both of these activities.

- **What if I am not yet 18 years old?**

In order to participate in research you must be at least 18 years old. If you are not yet 18 years old, please see your instructor, and ask him/her about alternative ways of earning extra credit.

- **In what type of research studies will I participate?**

All studies you will participate in have been reviewed and approved by the Texas A&M University-Commerce Institutional Review Board (IRB) and by the Department of Psychology, Counseling, & Special Education. Studies vary widely. Many involve completing questionnaires or carrying out tasks on the computer. Some are even fun, and you'll learn something from all of them.

- **What are my rights as a research participant?**

Your participation is voluntary and you may withdraw from any study at any time. Your data will be kept confidential. If you have any further questions about your rights as a research participant, you may contact the IRB head, Dr. Lucy Pickering (irb@tamuc.edu). More information about your rights will be provided to you prior to each study for which you sign up.

- **How will my research participation credit be calculated?**

You will receive 1 credit for each hour of research participation. Studies lasting 15 minutes or less are worth 0.25 credit. For example, a 15 min. study = 0.25 research credits; 30 min. = 0.5 credits; 45 min. = 0.75 credits; 60min = 1 credit; 1½ hours = 1.5 credits... etc.

- **How many research credits may I complete?**

You are encouraged to participate in as much research as you wish, but your instructor will inform you of how many credits are offered for extra credit.

- **What if I do not wish to participate in research studies?**

Participation in research is voluntary. Your instructor is offering you the opportunity to earn extra credit by participating in research (and helping psychology).

- **How do I find and sign up for research participation opportunities?**

Throughout the semester, researchers in the Psychology Department will post their research studies in the Experiment Management System (EMS) online. It is up to you to check the EMS regularly to find and sign up for research studies that fit into your schedule. Detailed instructions for how to use the EMS are listed in the following pages of this handout.

- **What if I cannot go to a study I signed up for?**

If for whatever reason you cannot attend a study that you have signed up for you need to cancel your appointment before the start of the study. There are 2 ways to cancel an appointment. First, if you cancel 24 hours before a study you can do this online through the Experiment Management System (EMS) website. Second, if it is the same day of the study you can call or email the experimenter – their contact information will be available in the EMS.

How do I use the Experiment Management System (EMS)?

(Create a new participant account unless you already have one and your login information works. If you do not remember your login information click on the “lost your password?” on the front page of the EMS website and follow the directions on the site, and if that does not work email curt.carlson@tamuc.edu. A list of courses will be presented, from which you must select the courses you are taking this semester for which you will receive credit for participation. If your course is not listed, see the instructor for that course.)

A. How to create a participant account on the EMS

1. Go to <http://tamuc-commerce.sona-systems.com/>
 - a. Click on New Participant “request an account here” link on the left of the screen.
 - b. This takes you to a screen on which you must enter your name, a unique User ID, your University ID number, and primary email address (reminders of studies you sign up for will be sent to that email address). You will also need to highlight the course(s) in which you are enrolled, and for which you will be earning credits. If more than one, highlight all that will be involving you in research participation. However, each study in which you participate will only provide you credit for ONE course. In other words, there is no “double-dipping” allowed. **BE CAREFUL TO SELECT THE CORRECT COURSE AND SECTION # – IF YOU CHOOSE THE WRONG ONE, YOUR INSTRUCTOR WILL NOT BE INFORMED OF YOUR CREDITS!** After you submit your information, you will be emailed your login information. (After you have received your login information, I recommend that you login into EMS and go to your “Profile” and change your password to something that you can remember.)

If you encounter any problems with creating your account (e.g., login information not sent to you), contact the EMS administrator, curt.carlson@tamuc.edu with your full name and a detailed description of the problem.

2. When you first log into the EMS at the beginning of the semester you will be asked to take a prescreen survey. This is a short survey that researchers will use to decide if you meet the specified requirements for some studies (e.g., as a researcher I may only allow participants who are female. If you do not complete the prescreen you will not be eligible to participate in this study). In other words, if you do not complete the prescreen you will have fewer studies that you are eligible to participate in. **IF YOU COMPLETE THE PRESCREEN IN THE FIRST TWO WEEKS OF THE SEMESTER YOU WILL GET 0.5 CREDIT.** Take it even if you have done it before – it has probably changed, and you will still earn the 0.5 credit.
3. You are now ready to use the EMS to sign-up for research studies.

B. Sign-up for studies—login to the EMS with your User ID and password that was emailed to you after creating your account

1. Click **Study Sign-Up**. A list of all available studies for which you qualify will appear. You can sign-up by clicking on either the study name or **Timeslots Available**, and you will go to a new screen showing more information about the study, with a link to **View Time Slots for This Study**.
2. Click the **Sign-Up** button to schedule your time. You should then write down or print out the study information (name of study, place, time, name and contact information of experimenter, etc.) that appears in the final window. You will also receive an email reminder the day before the study time you have selected.

C. Canceling a Sign-Up (MUST be done if you know you will not show up)

1. If you need to cancel a timeslot you have signed up for, you can do this from the **My Schedule and Credits** page. Choose the **My Schedule and Credits** option from top toolbar.
2. You will see listed all of the studies for which you have signed up, as well as those you have completed (see the Tracking Your Progress section below for more information).
3. Studies for which you have signed up that you are allowed to cancel will have a **Cancel** button next to them. If you cannot attend the study session you signed up for, you need to cancel it, either within the EMS system or by contacting the researcher directly prior to the start of the study. Keep in mind that there is a time limit before the study is to occur, when it is too late to cancel online. This restriction is listed at the bottom of the page (it can be 24 hours before your timeslot, or much less, such as just 2-4 hours). If you cannot cancel online please email or call the experimenter to cancel. **IF YOU DO NOT CANCEL ONLINE, BY EMAIL, OR OVER THE PHONE BEFORE THE START OF THE STUDY YOU WILL BE COUNTED AS A “NO SHOW.”**
4. If you cancel the first part of a two-part study, the second part will also be cancelled. If you cancel the second part of a two-part study, the first part will *not* be cancelled, but you will need to ask the researcher to sign you up for the second part again, if you would like to participate in it at a later date. However, this is up to the researcher.

D. Tracking Your Progress

1. You may track your progress at any time by choosing the **My Schedule and Credits** option from the top toolbar.
3. When you view this page, you will see at the top a list of the number of credits you are required to earn, and how many you have earned so far. Below that, if you have signed up for any studies, those are listed as well. In the list of studies, you will see information about your credit status. If you have a no show for a study you will see that the status for that study is “failure to appear.”

Note: Your login session will expire after a certain period of inactivity, usually 20-60 minutes. This is done for security purposes. If this happens, you can always log in again.

When you are finished using the system, it is better to explicitly log out, to prevent any problems that may arise if someone uses your computer before the session expires. This is especially important if you are using a public computer lab.

E. Frequently Asked Questions

1. Immediately after I login, as soon as I click on any menu option, I am taken back to the login page and I see a message that my authentication has expired. What does this mean?

Your web browser is not properly configured to accept cookies. You should turn on cookies in your web browser, use a different web browser (for example, try Firefox if you are currently using Internet Explorer), or try a different computer. Detailed instructions can be found if you go to the site and enter the URL “cookie_help.asp” in place of “default.asp” in the address bar of the browser, when you are on the front page of the site.

2. I participated in a study, but I have yet to receive credit. How do I receive credit?

The researcher must grant you credit. This is usually done within a few days after your participation. If it has been some time and you have still not received credit, contact the researcher (his or her contact information should be listed when you click on the study name within the system).

3. How do I change the email address where email notifications from the system are sent?

You can change the email address where notifications are sent by going to **My Profile** and editing the email address you see there.

4. I forgot where and when a study is that I signed up for. What do I do?

If you forget when or where your study is, check your e-mail for the **EMS reminder**, or logon to EMS and check your appointments.

5. Should I keep some sort of record of my participation and credits earned?

The system will keep track of the credits you earn and your instructor will have access at the end of the semester to a report of credits earned by students enrolled in the class. It is a good idea, however, to occasionally print a personal copy of your credits earned and hold on to that printout as a back up to the system.

6. I showed up for a study on time, and no one was there! What do I do?

First refer to your information about that study session, to make sure you are in the right place at the right time. If you are, then wait at least 10 minutes for the researcher. If they are still not there at that point, you can leave and must send them an email within 24 hours, stating that you were present at the correct place and time for the study (refer to the study name). It is up to the researcher to try to reschedule with you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Interaction with Instructor:

Please feel welcome to contact me in person during office hours, before or after class, online through University email or schedule an appointment to meet with me. All email should receive a response within 48 hours. If you have not received a response then assume your email did not go through and please try again to make contact. All email should include student's last name, first name, course name and brief description of the reason for contact.

Student Behavior:

My expectations in this area should be very simple to fulfill. (1) Electronic devices should be turned off or put on vibrate when in class. (2) Immaturity will NOT be tolerated! If a student's behavior is disrupting the class, he/she will be asked to leave. (3) Respect: Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will result in your expulsion from the course. (4) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It's simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage) or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)! (5) Do NOT talk during class unless you are participating in class discussion.

Recording:

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

University Closing Due to Inclement Weather:

University closing information will be posted on the web at <http://web.tamuc.edu>. Information will be forwarded to radio station KETR (88.9 FM); Dallas-area television stations KDFW (Channel 4), KXAS (Channel 5), and WFAA (Channel 8); and, Tyler/Longview-area television station KLTN (Channel 7).

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge,	Latest of all browsers, and Firefox

Device	Operating System	Browser	Supported Browser Version(s)
		Chrome, Firefox	ESR.

- 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.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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

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>

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>

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.