



# EDAD 698.01W: QUALITATIVE RESEARCH METHODS

COURSE SYLLABUS: Summer I and II, 2024

## INSTRUCTOR INFORMATION

**Instructor:** Dr. Julia Ballenger, 2020 Regents Professor

**Office Location:** Education North 110

**Office Hours:** Tuesday, 1-6 p.m., Thursday, 10-12 noon and by appointment

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**Preferred Form of Communication:** Email

**Communication Response Time:** Normally 24 hours

## COURSE INFORMATION

### ***Materials – Textbooks, Readings, Supplementary Readings***

#### ***Textbooks Required***

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4<sup>th</sup> ed.). Los Angeles, CA: SAGE.  
ISBN-13: 978-1506330204

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.  
ISBN: 978-1119003618

Marshall, C., & Rossman, G. B., & Glanco, G. (2021). *Designing qualitative research* (7<sup>th</sup> ed.). Los Angeles, CA: SAGE.

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## ***Optional software***

MAXQDA- More information will be provided. This software can be accessed at [www.maxqda.com](http://www.maxqda.com) .

**Dedoose.com** is a cross-platform app for analyzing qualitative and mixed methods Research

**DELVE.com**

## **Required Software:**

*Grammarly Premium*— This software can be accessed at [www.grammarly.com/premium](http://www.grammarly.com/premium).

## ***Course Description***

This is a research tools course using the foundation of qualitative research (approaches of critical ethnography, phenomenology, case study, grounded theory, and defining cultural themes and patterns) as a basis for all thick descriptions. This course moves into the sociological/anthropological roots of qualitative research. It assists students in understanding how the problem statement must be related to the methodology and the outcome of the research, assists students in selecting proper qualitative methods, and allows students to pursue those methods within the general framework of the class.

Students are urged to develop solid conceptual frameworks from the social sciences and to formulate reasonable research questions based on those frameworks. The development of doctoral proposals within the qualitative methodology is of major concern is the development of qualitative methodology as a practical method of knowing and administering an educational organization.

*TAMU-C Graduate Catalog, 2017-2018*

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## ***Course Learning Outcomes***

### **Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

1. Design and conduct a Qualitative Research Project that will result in a research paper consisting of the following chapters: Introduction to the Study, Literature Review, Methods (i.e., research design, rationale, site selection, sampling techniques, data collection procedures, and data analysis technique), Findings, Discussions, Recommendations for Further Research, and Summary
2. Deconstruct the characteristics of qualitative research.
3. Critique qualitative research articles comprised of different approaches.
4. Collect qualitative data through the use of multiple data collection tools.
5. Employ several methods of coding and analyzing qualitative data.
6. Articulate ethical issues that are related to qualitative research.
7. Examine the defining features of the five qualitative research approaches to inquiry.

## ***Student Learning Outcomes***

### **Module Learning Outcomes (Student Learning Outcomes—SLOs)**

- CLO 1. Design and construct a Qualitative Research Project that will result in a paper consisting of the following chapters: Introduction to the Study, Literature Review, Methods (i.e., research design, rationale, data collection procedures, and data analysis technique), Findings, Discussions, Recommendations for Further Research, and Summary.

At the completion of this module, the students will be able to:

- SLO 1.1. Write an Introduction to the Study that will include the background of the study, research problem, research purpose, research questions, and significance of the study.
- SLO 1.2. Write a Literature Review that will consist of a synthesis of the related literature, a conceptual framework, and the conclusion (identify gaps in the research and tell how this study will add to the knowledge base).
- SLO 1.3. Write a Methods Chapter that will include the research design, rationale for selecting the research design to answer the research questions and accomplish the purpose of the study and the role of the researcher. In addition, students will be able use ethical considerations, trustworthiness, triangulation, credibility, transferability, dependability, conformability in the data collection and analysis of the study. Also, students will learn a step- by-step procedure for collecting and analyzing the data.
- SLO 1.4. Compose the Findings Chapter that will include the presentation of the data themes using quotations from the transcript to

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provide rich, thick descriptions. Organize the findings by the research questions and themes.

SLO 1.5. Compose the Discussion Chapter that will include appropriate content-based literature, conclusions, implications, limitations, and recommendations for future research.

SLO 1.6. Produce the Manuscript Preparation documents that will include a concise written research paper, list of references, informed consent letter, interview protocol, observation protocol, and archival data (if applicable), and coded transcribed data.

CLO 2. Deconstruct the characteristics of qualitative research.

At the end of this module, students will be able to:

SLO 2.1. Use evidence from the textbooks and other resources to construct a written narrative, which includes the characteristics of qualitative research. Focus on each of the following areas in the Characteristics of Qualitative Research Paper.

- Definition of qualitative research,
- Natural setting,
- Role of the researcher,
- Multiple methods,
- Meaning and meaning-making,
- Reflexivity, and
- Inductive method.

CLO 3. Evaluate qualitative research articles comprised of different approaches. At the end of this module, students will be able to:

SLO 3.1. Identify and critique research articles based on different research methods and standards of adequacy. Address items I and II below.

- I. Select four journal articles, which will include one of the qualitative research methods below.
  - Journal article one will use a specific type of phenomenological research approach.
  - Journal article two will use an ethnography qualitative research approach.
  - Journal article three will use a case study qualitative research approach.
  - Journal article four will use a grounded theory qualitative research approach.

II. Identify and describe the author's description of each of the

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following areas. If the information appears inadequate, what could the authors have included?

- Purpose of the Study and Research Questions
- Conceptual and/or theoretical framework
- Methods Section (site selection, sampling criteria, unit of analysis (what is being studied); qualitative reliability and validity issues (i.e., trustworthiness, dependability, credibility, confirmatory, triangulation).
- Data collection methods employed? Were these methods appropriate and adequate? Why or why not?
- Data analysis methods employed? Were these methods appropriate and adequate? Why or why not?
- Findings: What counted as evidence? In other words, what specific data supported the author's conclusions? Why or why not?

CLO 4. Collect data through the use of multiple qualitative gathering methods.

At the end of this module, students will be able to:

SLO 4.1. Compose interview questions based on the research questions, purpose of study, and the qualitative approach selected for the research project.

SLO 4.2. Conduct five semi-structured interviews with participants in the research project.

SLO 4.3. Use three different qualitative gathering methods (i.e., observing directly, interviewing in depth, and analyzing documents and materials) to collect data for the research project.

CLO 5. Employ several methods of coding and analyzing qualitative data.

At the end of this module, students will be able to:

SLO 5.1. Use detailed line-by-line initial coding of the interview transcripts.

SLO 5.2. Use axial coding of the interview transcripts.

SLO 5.3. Write two memos related to initial and axial coding.

SLO 5.4. Use a computer program (e.g. MAXQDA) for qualitative data analysis to code your data.

CLO 6. Articulate ethical issues related to qualitative research.

At the end of this module, students will be able to:

SLO 6.1. Identify where in the process of qualitative research ethical issues may occur.

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- SLO 6.2. Describe the types of ethical issues that may occur in the process of qualitative research.
- SLO 6.3. Discuss how to address the ethical issues that may occur in the process of qualitative research.

CLO 7. Examine the defining features of the five qualitative research approaches to inquiry.

At the end of this module, students will be able to:

- SLO 7.1. Justify the selection of one of the five qualitative research approaches for their research project. The justification should be based on responses to the following:

After reviewing each of the five qualitative approaches, the students will select one of the five approaches for their qualitative studies. Next, the students will identify the outcomes of the approach and their comfort level with the approach. The students will provide rationales using language of the approach. No opinion statements should be included.

## **COURSE REQUIREMENTS**

### ***Minimal Technical Skills Needed***

You will be expected to know how to use the learning management system, *Microsoft Word*, and *PowerPoint*. Some of the assignments require you to make a virtual presentation with a variety of graphics designs and the use of audio. You will learn how to use a qualitative data analysis software program.

### ***Instructional Methods***

This qualitative research course is fully online. The course content is presented in learning modules in the online platform of Desire to Learn (D2L). Each module contains assignments, discussion topics, resources, Q & A sections, etc. The course schedule includes the due dates of assignments. 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 course. In this graduate-level course, the instructor expects quality work from each student supported by adequate preparation and involvement. The instructor will create a learning environment that meets each student's individual needs, and she will provide guidance for engagement with the learning activities. The instructor has designed this online course so that learner-learner, learner-content, and learner-instructor interactions can occur. It is the desire of the instructor that you experience a quality-learning environment as you master the skills and knowledge needed to conduct qualitative research.

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## ***Student Responsibilities or Tips for Success in the Course***

The instructor expects students to regularly access and engage in the course. Weekly announcements will be posted to help students accomplish the objectives of the course. Students are responsible for the amount of commitment and effort they put into reading all course materials, viewing the videos/websites, and completing assignments and discussion threads in a timely manner.

### ***Overview of Learning Activities (Assignments)***

- **Journal Submission Guidelines** (No points)

Each student will locate a peer-reviewed journal that accepts qualitative research manuscripts. S/he **will not** be required to submit the paper to the journal. However, s/he must submit the journal submission guidelines to me for approval by the end of the second week of the course.

- **IRB Protocol With Letter of Informed Consent, Permission Letter for Each Data Collection Site, and Supporting Documents** (10% of total grade)

Each student will complete an actual IRB protocol with a letter of informed consent for participants and a permission letter for each data collection site, as well as other needed supporting documents *before data are collected*. Each student will be required to submit the IRB protocol, letter of informed consent, permission letter for each data collection site, and supporting documents to the University IRB Committee for approval. Supporting documents will include a general information letter, questionnaires, observation forms, and tables/charts for organizing collected archival data as applicable to the study. *The University IRB Committee's approval of the IRB protocol, letter of informed consent, permission letter for each data collection site, and supporting documents must be obtained before any data are collected for the qualitative study.*

- **Qualitative Research Proposal** (10% of total grade)

Each student will complete the Qualitative Planner and use the compiled information in this organizer to complete a Qualitative Research Proposal. The information in the proposal will assist the student in writing the final research paper. Each student will use information from the textbooks and peer-reviewed journal articles to complete the planner and research proposal. S/he will not include personal opinions in the planner or research proposal. A title page and list of references should be included for the Qualitative Research Proposal.

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- **Qualitative Research Project (Study) (10% of total grade)**

Each student will conduct a qualitative study using one of the five qualitative research approaches. S/he will develop an interview protocol with five to seven interview questions. Five semi-structured, in-depth interviews will be conducted. The interviews are to be recorded. The length of each interview should be from 60-90 minutes. Each student will transcribe the data. In addition, s/he will use one other qualitative data gathering technique to collect data (i.e., questionnaire, observation form, or archival data as applicable to the study).

For the Qualitative Research Project (Study) assignment, each student will submit the following documents:

- five signed letters of informed consent,
- transcriptions of the five audio-taped interviews, and
- all copies of administered questionnaires, completed observation forms, and/or tables/charts of reviewed archival data as applicable to the study.

- **Data Coding and Analytic Memo Writing (10% of total grade)**

Each student will use initial coding, process coding, and axial coding to analyze the five transcriptions and archival data. In addition, s/he will write three brief analytic memos describing the codes, categories, and themes generated. In addition, s/he will include information in the memos related to emergent patterns, categories, themes, and assertions. The first analytic memo should be written at the beginning of the data collection. The second analytic memo should be written during the middle of the data collection period. The third analytic memo should be written at the end of the data collection period. The computer-assisted qualitative data analysis MAXQDA software has a memo manager where memos can be written and tagged electronically while data are coded.

For this assignment, each student will submit the following documents:

- three analytic memos, written at the beginning, in the middle, and at the end of the data collection period, respectively, and
- coded data (interview transcriptions and at least one other form of collected data) on which the memos are based.

- **Qualitative Research Paper (15% of total grade)**

Each student will write a Qualitative Research Paper that addresses the qualitative study that s/he conducted. This paper will include the following: parts: a title page, an abstract, body (21-25 pages), references, and appendices. The body of the paper will include the following sections:



- Introduction to the Study 1-2 pages
- Review of the Literature 5-6 pages
- Methods 2 pages
- Data Collection 2 pages
- Data Analysis 5-6 pages
- Findings/Conclusions 3-4 pages
- Recommendations for further research 2 pages
- Summary 1 page

For this paper, you should use APA format, 7<sup>th</sup> edition, including 12-point Times New Roman font and one-inch margins. Do not include excessive quotations, and do not include long ones. Use headings and subheadings to help with the flow of writing. Use pseudonyms rather than the names of actual participants. Remove all names and identifiers from interview questions and transcribed interview responses. Include the following supporting documents with this paper as appendices: copies of all protocols (Interview Protocol, Questionnaire Protocol, Observation Protocol, and/or Review of Archival Data Protocol as applicable to the study).

- **Characteristics of Qualitative Research Paper (5% of the total grade)**

Students will construct a paper that includes a description of the characteristics of qualitative research. In this paper, students will address each of the following areas:

- Definition of qualitative research
- Natural setting
- Role of the researcher
- Multiple methods
- Reflexivity
- Inductive method
- Holistic account

For this paper, you should use the APA format, 6<sup>th</sup> edition, including 12-point Times New Roman font, one-inch margins, headings, and subheadings, etc. The required length for this paper is 3-5 pages. In the paper, please include cover sheet, an introductory paragraph that contains a definition of qualitative research and a thesis statement, six supporting paragraphs that develop the thesis statement (these will address the bulleted topics listed above), and a concluding paragraph that briefly summarizes the main points of the paper.

- **Journal Article Critiques (10% of the total grade)**

Students will critique three qualitative primary source, peer reviewed journal articles that address qualitative studies using different approaches (phenomenology/Transcendental, ethnography or narrative inquiry, and qualitative multiple case study, respectively). The required length for each critique is at least 4 pages (this page length does not include the title page and references page with the critiqued journal article and any other sources

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that are cited in the critique). Students should not merely

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summarize the articles. For these assignments, students will critique the authors' descriptions of the following:

- Research purpose and research questions – How were the research questions aligned to the purpose of the study and the research problem?
- The conceptual framework (DF) or theoretical framework (TF) – How did the authors construct the DF or TF?
- Methods- How were the sampling criteria, site selection, and unit of analysis described?
- Data analysis – How did the authors use the data analysis techniques to code the data?
- Findings- How did the authors organize the findings?
- Conclusions – How did the authors' conclusions align with the findings?
- Recommendations for future research and practice.

For these journal article critiques, include a cover page, use APA format, 6<sup>th</sup> edition, which includes 12-point Times New Roman font, one-inch margins, etc.

The minimum required length for this paper is 4 pages (this page length does not include the title page and references)—it may be longer. You should use headings and subheadings to help with the flow of the content. The paper should include an introductory paragraph with identification of the journal article's title and author, a brief summary of the study, and a thesis statement. It also should include at least 6 supporting paragraphs that develop the thesis statement--these paragraphs will address the above bulleted topics. In addition, the paper should include a concluding paragraph that summarizes the strengths and weaknesses of the research study.

● **Midterm Exam** (10% of the total grade)

● **Final Exam/*PowerPoint* Presentation** (10% of the total grade)

Each student will design a 15-minute *PowerPoint* with voice over and graphics to present his or her research paper. Creativity is encouraged. Each slide should have one topic and include 3-4 bullets. There is a limit of 10 slides for this presentation.

Students should address the following areas in the *PowerPoint* Presentation:

- Research Problem grounded in the literature, Purpose of the Study, and Research Questions
- Research Design and Rationale
- Data Collection Tools and Data Analysis Techniques
- Findings organized by themes
- Conclusions and Recommendations

● **Discussion Board 1 – Ethical Considerations** (5% of the total grade)

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Ethical practices in research are grounded in the moral principles of *respect for persons, beneficence, and justice*. Describe each of these ethical principles and

explain how you will demonstrate adherence to these three principles in your Research Study and IRB Protocol.

- **Discussion Board II – Qualitative Research Approach Justification**  
(5% of the total grade)

After reviewing each of the five qualitative research approaches, discuss the research approach you selected for your study. Explain the purpose of this research approach and the rationale for employing the approach. Do not include any personal opinions. Paraphrase information from the textbooks and other resources in the modules.

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%**
- B = 80%-89%**
- C = 70%-79%**
- D = 60%-69%**
- F = 59% or Below**

### ***Assessments***

Learning Activities (Assignments)	Percentage/Points
Journal Submission Guidelines	No Points
IRB Protocol & Supporting Documents	10 percent
Qualitative Research Proposal	10 percent
Qualitative Research Project/Study	10 percent
Data Coding & Analytic Memo Writing	10 percent
Qualitative Research Paper/Article	15 percent
Characteristics of Qualitative Research Paper	5 percent
Journal Article Critique (1)	10 percent
Discussion Board 1	5 percent
Discussion Board 2	5 percent
Midterm Exam	10 percent
Final Exam/ <i>PowerPoint</i> Presentation	10 percent
	100 percent= Total Points and Percentages

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***Alignment of Course and Student-level Outcomes,  
Learning Activities, and Assessments***

<b>Course Learning Objectives</b>	<b>Student Learning Objectives</b>	<b>Learning Activities (Assignments)</b>	<b>Assessments</b>
CLO 1 – Design and conduct a qualitative research project	SLO 1.1; SLO 1.2; SLO 1.3; SLO 1.4; SLO 1.5; SLO 1.6	Conduct a qualitative research study (SLO 1.0; 1.6).	--Qualitative Research Paper (SLO 1.1-1.6) --Qualitative Planners 1&2 (SLO 1-5) --Final Exam/ PowerPoint (SLO 1-5)
CLO 2 – Deconstruct the characteristics of qualitative research	SLO 2.1	Write a paper on the characteristics of qualitative research (SLO 2.1).	--Paper on the Characteristics of Qualitative Research (SLO 2.1) --Midterm Exam (SLO 2.1)
CLO 3 – Critique qualitative research articles comprised of different approaches	SLO 3.1	Critique three primary source, peer-reviewed qualitative research articles that address phenomenology, ethnography, and qualitative case study research approaches, respectively (SLO 3.1).	--Three Qualitative Research Article Critiques (SLO 3.1)
CLO 4 – Collect data through the use of multiple qualitative data gathering methods	SLO 4.1; SLO 4.2; SLO 4.3	--Design an interview protocol and collect interview data and archival data (SLO 4.1; SLO 4.2; SLO 4.3).	--IRB Protocol, Letter of Informed Consent, Interviews, Questionnaires, Observations, and Existing Archival Records (SLO 4.1; SLO 4.2; SLO 4.3)

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CLO 5 – Employ several methods of coding and analyzing data.	SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4; SLO 5.5	Students will use initial coding, process coding, and axial coding in coding the five transcripts and archival data. Students will write three analytic memos (SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4).	Five Coded Transcriptions and Coded Archival Data Transcript, Three Analytic Memos, and Research Project Study (SLO 5.1; SLO 5.2; SLO 5.3; SLO 5.4, SLO 5.5)
CLS0 – 6 Articulate Ethical Issues related to qualitative research at the beginning, the middle, and the end of collecting qualitative data	SLO6.1; SLO 6.2; SLO 6.3	Students will demonstrate mastery of ethical issues (SLO 6.1; SLO 6.2; SLO 6.3).	Discussion Board – Ethical Considerations (SLO 6.1; SLO 6.2; SLO 6.3)
CLO – 7 Examine the defining features of five qualitative research approaches (genres).	SLO 7.1	After reviewing each of the five qualitative approaches, the students will select one of the five approaches for their qualitative studies. Next, the students will identify the outcomes of the approach and their comfort level with the approach. The students will provide a rationale using language of the approaches. The rationale will not include any opinion statements. (SLO 7.1).	DB - Discussion Board - Qualitative Research Approach Justification (SLO 7.1)

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# 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***

<b>Browser</b>	<b>Supported Browser Version(s)</b>	<b>Maintenance Browser Version(s)</b>
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***

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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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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, Chrome, Firefox	Latest of all browsers, and 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/>

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- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/)
  - [Apple Quick Time](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](mailto: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 **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.

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## **Interaction With Instructor Statement**

Assignments and discussion board threads will be graded in a timely manner. Constructive feedback will be provided on all assignments. The instructor expects students to review feedback and make corrections to their papers. Students are expected not to make the same errors in future assignments. My preferred mode of communication is via email at [julia.ballenger@tamuc.edu](mailto:julia.ballenger@tamuc.edu). If there is a need for a telephone conversation, you may call me via my cell phone at 935.544.9300—please send an email in advance to schedule a phone conference. Response time to students will be within 24 hours unless there are extenuating circumstances (i.e., illness, conference attendance, etc.).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific 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>

#### **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>

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## ***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](mailto: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.

*The syllabus and schedule are subject to change.*

Web url:

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

### **University's Pandemic Response**

A&M –Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communication such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. You may obtain assistance from the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **AI use policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the Instructor of the course.

*The syllabus and schedule are subject to change.*

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

*The syllabus and schedule are subject to change.*

*The syllabus/schedule are subject to change.*