



**CID 2301-06E: The Human Experience**  
**Travel and the Human Experience**  
**TR 9:30-10:45 am BA106**  
**COURSE SYLLABUS: Fall 2024**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Mylynka Cardona  
*You may address me as either*  
*Professor Cardona or Dr. Cardona*

**Office Location:** Ferguson 146

**Office Hours:**

Tues. 4-6 pm & Wed. 2-5pm  
and by appointment

**University Email Address:**

mylynka.cardona@tamuc.edu

**Preferred Form of Communication:**

TAMUC email

**Communication Response Time:**

24-48 hours

**COURSE INFORMATION**

**Course Description**

CID 2301: The Human Experience introduces students to humanities-based inquiry by guiding students through an exploration of important humanistic questions across all elements of the human experience. Through the deep focus on a connecting theme, students will engage in holistic discussions of topics addressing fundamental questions about human life and human interactions, develop the skills of humanistic inquiry (including critical thinking, research, literacy skills, and communication skills), and learn to apply their knowledge to their personal, professional, and academic goals.

This course is the foundational course for the Humanities Certificate program, a grant-funded, TAMU System-wide initiative designed to create an intentional connective pathway through the core curriculum to infuse the humanities and humanities-based inquiry (critical thinking, research, communication, ethics, morality, cultural awareness, empathy, etc.) into student degree pathways and encourage students to see the relationships between larger questions of the

human experience and their own lives and goals. The course is based on Transformative Texts and a Transformative Project.

**The theme for our course is Travel and the Human Experience.** Our explorations will center on travelers (real and imagined) and their writings, from epic poems of antiquity to modern social media influencers. Our journey this semester will transport us to different times, spaces, and places and enable us to build empathies and sympathies with peoples similar and dissimilar to ourselves, learn about the wider world, and think more critically about who we are in relationship to others.

### **A NOTE ON SMARTPHONES**

*(adapted from Drs. Baker & Donnelly)*

Smartphones are one of the most amazing pieces of educational technology ever created. Smartphones are one of the most frustrating and distracting pieces of educational technology ever created. We might, at times, use smartphones to look up information, to explore historical sources, and to examine alternate interpretations. At all other times cellular phones (and computers not being used for note taking) should be silenced and put away. Smartphones also work against the development of a lively and engaging classroom community. They also really, really distract me. For this reason, students are asked to put away their phones upon entering the classroom. While in class, students should be prepared to engage socially and intellectually with their fellow students and professor in an in-person format. Students violating this policy should expect a penalty on their participation grade for each offense.

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

The readings for this course are partially drawn from a system-wide list of Transformative Texts. **Transformative Texts** are books, films, artwork, music, documents, memoirs, etc. from diverse regions, cultures, ethnicities, ideologies, religions, genders--around the world and through time--that reflect the core ideals, ethics, and moralities of the human experience.

#### Required Readings for this section of CID2301

(All readings are available online – with links provided in D2L)

- Gosch & Stearns, *Premodern Travel in World History* (2008) ISBN: 9780415229418
- Zheutlin, *Around The World On Two Wheels: Annie Londonderry's Extraordinary Ride*, (2007), ISBN: 978-0806530666
- Selections from the following:
  - Bird, Isabella, *Adventures in the Rocky Mountains*
  - Burton, Richard Francis, Sir, *To the Holy Shrine*
  - Chekhov, Anton, *A Journey to the End of the Russian Empire*
  - Equiano, Olaudah, *Sold As A Slave*
  - *The Epic of Gilgamesh*
  - Herodotus, *Snakes With With Wings and Gold-Digging Ants*

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- Humboldt, Alexander von, *Jaguars & Electric Eels*
- Mas'ūdī, *From The Meadows of Gold*
- Montagu, Mary Whortley, Lady, *Life on the Golden Horn*
- Polo, Marco, *The Customs of the Kingdoms of India*
- Twain, Mark, *Can-cans, Cats, and Cities of Ash*
- And other reading, films, podcasts, and other social media as assigned

### **Other Materials -**

Notebook and pen/pencil for in-class note taking

Map pencils (or colored pens) for map assignments and journaling

Additional Materials for reading/viewing will be posted electronically or distributed in class as needed

## **Student Learning Outcomes**

**1. Critical/Integrative Thinking:** Students will apply insights from the humanities (i.e., examinations of human history, culture, language, ethics, and aesthetics) to problems or questions that intersect with other areas of inquiry, including STEM and professional disciplines. (Core Outcome Alignment: Critical Thinking)

**2. Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)

**3. Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and problems. (Core Outcome Alignment: Personal Responsibility; Critical Thinking)

**4. Cultural Awareness:** Students will demonstrate an appreciation for social and cultural diversity while engaging in critical analysis of various forms of literary, artistic, or cultural expression. (Core Outcome Alignment: Social Responsibility; Critical Thinking)

Student Learning Outcomes will be assessed by the Transformative Project (see discussion below) presented during the Celebration of Student Learning held on the Wednesday of Exam Week, 3-5pm.

# **COURSE REQUIREMENTS**

## **Instructional Methods and Assessment**

This course will be centered on classroom discussion of assigned works, using small group and large group discussions, with short low-stakes writing and reflection assignments that scaffold to a final Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. Students will read, discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to their own lived experience, goals, and beliefs; conduct research; and communicate their ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, students will gain a greater appreciation of the complexities of the world and their place within that complexity, and gain new skills derived from deep textual reading and analysis, critical thinking and engagement, research and information literacy, and the ability to communicate their ideas. These skills provide a key foundation for the college experience and will bolster students' employability after graduation.

To prepare for and develop the Transformative Project, students will engage in short writing, research, and oral presentations that provide a scaffolded foundation for their final project, as set out in the Course Schedule. Through reflective assignments, students will develop a project focus that sets out the large issue drawn from their study of the chosen Transformative Text and the relevance students find to their lives and goals. They will conduct research on different approaches to that large issue to understand in a holistic sense the different perspectives on the large issue, and make arguments about how such different perspectives might shape a society's understanding of the issue. Students will prepare a product that articulates the connections between the larger issue they researched and discussed and their own lives, goals, and experiences. The final Transformative Project will be presented using Adobe Creative Campus suite of programs, in a format that makes the most sense to students, to allow them creativity of expression in making the connections between their humanities inquiry and their personal experiences.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Student success in this course will be supported through the Student Instructor (SI) assigned to the class. The SI provides an intermediary between the student and the instructor—a peer to whom students can turn for assistance and guidance, a role model and mentor for navigating college life, and a resource for students to encourage persistence and success. The SI will

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support the instructor through course administration, such as taking attendance, being available to students outside of class meetings, and facilitating student-instructor interactions, but will not engage in teaching or assessment.

Assignments are broken down as follows:

**Reading Quizzes:** With weekly quizzes, you will demonstrate your understanding of the content found within reading assignments. These may take different forms throughout the semester but will always be administered in class during the first 5-10 minutes of the period. *Students who come to class late will miss the reading quizzes. These cannot be made up*, but the lowest 3 quiz grades will be dropped from the final quiz grade. All quizzes are open-note/open-book.

- Reading quizzes focus on preparation for classroom engagement, and to that end support the learning outcome for social responsibility. This assignment supports SLO4.

**Map Quizzes:** There will be several map assignments throughout this course. The quizzes will cover physical, political, and cultural geography depending on the materials covered in the course schedule.

- The purpose of the map assignments/quizzes is to build/bolster your knowledge of geography. One cannot understand why things happen and how things are experienced if the where of the thing is unknown. Geographical knowledge is a huge portion of this class and we will build our map knowledge together every class.
- Map quizzes focus on preparation for classroom engagement, and to that end support the learning outcome for social responsibility. This assignment supports SLO4.

**Journaling:** A key element of this course is developing students' ability to think and reflect. To practice this skill, students will keep a journal where they reflect on the readings as they complete them. At the start of the semester, students will receive a journal notebook they will use throughout the semester to write their reactions to each day's reading assignments. Students should get into the habit of writing something for each reading assignment, so the expectation is that students will write a minimum of two entries per week, of at least three sentences each. Entries can be about anything related to the reading – entries are places to summarize thoughts, raise questions, consider connections, etc. Journals will be checked approximately every two weeks to ensure students are maintaining regular reflection. *NOTE: Journal entries are not assessed for their content – students are encouraged to write their reactions and thoughts and there are no right or wrong answers – but only for completion of the assignment.*

- Reflections focus on developing student ideas and thoughts in preparation for classroom engagement, and to that end support the learning outcome for critical thinking. This assignment supports SLO1.

**Exams:** Three in-class exams will test your understanding and knowledge of concepts covered in the classroom lectures and the weekly readings. These tests will be hand-written essays and will be taken during class time. In these tests, students will take the materials from the unit and use them to analyze a new primary source from the same period that connects to the themes. These

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tests are open note. You may bring printed annotated copies of course documents. Both must be analog. No computer, tablet, or smart phone or other digital device may be used during the tests. This assignment supports SLO's 1-4.

**Transformative Project:** The Transformative Project asks students to take a theme from the course, engage in research about that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to their own career or personal trajectory. The Transformative Project will ask students to create a cultural product that presents Travel as Human Experience as they have come to understand it. This is an individual project. Each student should identify a creative medium (poster, podcast, video, poem, monologue, etc.) and should use the Adobe Creative Suite to produce a final project. These projects will be publicly presented at the Learning Showcase at the end of the semester.

- Additional details, including a rubric and group role descriptions, will be available through D2L. You will submit a proposal, the final product, and a brief process paper. This assignment supports SLO's 1-4.

**Course Engagement and College Professionalism:** Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement will be measured in several ways by continued and sustained class participation, reflecting student engagement with the materials and contributions to class discussions. College professionalism means being a responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and of your classmates, and by timely submission of assignments. This will be used to assess SLO #4 Student Responsibility Quiz

Students will complete a Student Responsibility Quiz in D2L due in the second week of class

## GRADING

This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

**Assessments:** There will be several assessments of your progress in this course including your college professionalism and course engagement, six (6) document analyses, four (4) exams in D2L, and one (1) book response paper with discussion.

Values of major assignments and examinations for this course are as follows:

- Three (3) exams: 20%
- Map Quizzes: 10%
- Reading Quizzes: 20%
- Journaling 15%

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- Transformative Project 15%
- College professionalism & course engagement: 20%
  - Which also includes:
    - syllabus quiz
    - student responsibility quiz

TOTAL 100%

### COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

<u>Week</u>	<u>Class Dates</u>	<u>Topic</u>	<u>Readings/Assignments Due</u>
<b>I: What is Travel &amp; The Human Experience?</b>			
1	T: Aug 27	Course Intro	Why am I here? What even is this class? <i>Map 0 – in-class baseline quiz</i>
	R: Aug 29	Primary Sources	What they are and how we use them What does it mean to travel? <i>Hand out journals – talk about journaling</i>
<b>II: Travel In Antiquity</b>			
2	T: Sept 3		Reading Quiz
	R: Sept 5		Journal check Map Quiz
3	T: Sept 10		Reading Quiz
	R: Sept 12		Map Quiz
4	T: Sept 17		Reading Quiz
	R: Sept 19	<b>EXAM 1</b>	Unit readings and corresponding lectures, maps, films, documents, etc.  Journal check Map Quiz
<b>III: Travel &amp; Exploration</b>			
5	T: Sept 24		Reading Quiz
	R: Sept 26		Map Quiz
6	T: Oct 1		Reading Quiz
	R: Oct 3		Journal check

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			Map Quiz
7	T: Oct 8 R: Oct 10		Reading Quiz Map Quiz
8	T: Oct 15 R: Oct 17	<b>EXAM 2</b>	Unit readings and corresponding lectures, maps, films, documents, etc. Journal check
		<b>IV: Travel &amp; Gender</b>	
9	T: Oct 22 R: Oct 24		Reading Quiz Map Quiz
10	T: Oct 29 R: Oct 31		Reading Quiz Journal check Map Quiz
	<i>R: Oct. 31</i>		<i>Last Day to Drop (No refund)</i>
11	T: Nov 5 Election Day R: Nov 7	<b>EXAM 3</b>	Unit readings and corresponding lectures, maps, films, documents, etc.
		<b>V: Travel in the Age of Social Media</b>	
12	T: Nov 12 R: Nov 14		Reading Quiz Journal check Map Quiz
13	T: Nov 19 R: Nov 21		Reading Quiz Map Quiz
	<i>M: Nov 25</i>		<i>Last Day to Withdraw (no refund)</i>
14	T: Nov 26 R: Nov 28	<b>**NO CLASS</b>	<b>TAMUC CLOSED FOR THANKSGIVING BREAK**</b> Journal check
15	T: Dec 3 R: Dec 5		Transformative Project Work Day Transformative Project Work Day

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			Journal check
<b>FINAL EXAM</b>	<b>W: Dec 11</b>	<b>3:00-5:00 pm</b>	<b>Transformative Project Showcase</b>

### Minimal Technical Skills Needed

Using the learning management system D2L and using Microsoft Word

### Instructional Methods

This class is face-to-face with additional assignments in D2L Brightspace.

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

**Attendance:** Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. Attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart) and if you are in class but not PRESENT, i.e. on your phone or other device, sleeping, etc. you will be counted absent for the day.

**Electronics Policy:** Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, it should be used solely for note taking. If you are using your devices for something other than taking notes you may be asked to power the device down.

**Student Behavior:** Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

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Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional*. I will deliver the lecture material under the assumption that you have already read the assigned readings for the week. Be sure to take notes as well.

Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same (or a similar) question.

Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

### **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. Students have 24/7 access to 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)

### **Interaction with Professor Statement**

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through TAMUC email. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.

### **CHSSA Librarian:**

Our librarian for Humanities and Social Sciences is Sarah Northam. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

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Sarah Northam  
Director of Research and Instruction Services  
Velma K. Waters Library, Room 147F  
[Sarah.Northam@tamuc.edu](mailto:Sarah.Northam@tamuc.edu)

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

### **Classroom Behavior**

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies, and Procedures, Conduct). During class time, I expect college-level professionalism & course engagement. This means putting away cell phones, and any other forms of distraction, for the duration of the class period (exceptions will be allowed with advance permission of the professor).

Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class.

I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

### **AI Use in Courses**

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.

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.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Late Work**

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and may be assessed a penalty. If you know you will be away when something is due, please notify the professor *in advance or plan to turn the assignment in early.* I can be very understanding and flexible with you, but only if you come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

### **Syllabus Change Policy**

*The syllabus is a working document and a guide.* Circumstances and events, including class progress, may make it necessary for the instructor to modify the syllabus during the semester. Changes made to the syllabus will be announced in advance.

### **Statement on Student Grievances**

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory

conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

### **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: <https://www.britannica.com/topic/netiquette>

#### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

#### **Students with Disabilities - ADA Statement**

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

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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

Velma K. Waters 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.

- <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.

### **TECHNOLOGY REQUIREMENTS - LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### **ACCESS AND NAVIGATION**

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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**

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. Other support options can be found here:

- <https://community.brightspace.com/support/s/contactsupport>