UNIV 1301 Seminar in Critical Inquiry  
Intercultural Communication Skills for the 21st Century  
Instructor: Beau Pihlaja, MDiv, ThM, PhD (Candidate)  
Office: Virtual Office Hours: MTW 10:30-11:30 (see “Instructor Availability” and “Instructor Response Time” below)  
Phone Number: (915) 996-2310[Cell] / (915) 747-8444 [Office]  
Email: Use Moodle email (bspihlaja@utep.edu in emergencies)  

Peer Leader:  
Office: Virtual Office on Moodle  
Office Hours: TBA  
Email: Use Moodle email/Blackboard IM  

Librarian: Angela Lucero  
Office Phone: (915) 747-5685  
Email: Use Moodle email/Blackboard IM, Library/Research Help Discussion board (ajmartinez5@utep.edu)  

Class Advisor: TBD  
Phone Number:  
Email:  
Office: AAC (UTEP campus)  

Course Description  
We live in an increasingly globalized world. Learning to recognize our own cultural context and the cultural differences that shape our world is crucial for success in the 21st Century at the university and in the global marketplace. This class will address questions like “What is culture?”; “How has my culture shaped me?” “How do different cultures (including mine) communicate?” Each student will learn different ways to evaluate their own experience as members of a culture and to think about the ways they communicate in that culture. Students will learn to adapt their style, especially when communicating electronically (e.g., via the internet) to improve communication with those from other cultures. This theme will be the vehicle for learning academic success skills and preparing to succeed at UTEP and beyond.  

Regarding the course theme, students should be able to:  
- Evaluate definitions of “culture” from a variety of perspectives  
- See their habits, values, hopes, plans as a product of “culture”  
- See themselves as agents in developing that culture  
- Understand the elements of effective communication in a globalized society
Understand the role/importance of effective communication in a globalized society
Practice researching and describing a national culture other than their own using appropriate academic resources.
Practice effective interpersonal and technologically mediated communication in the globalized 21st century

Regarding academic success skills, students should be able to:
- Use their syllabi (for UNIV 1301 and other courses) to practice effective time management
- Practice networking/consulting with their professor, peer leader, and librarian
- Describe and evaluate their own experience (academically and personally) at UTEP
- Develop problem solving skills in a variety of contexts (academically and personally) at UTEP
- Conduct research utilizing a variety of University provided research tools
- Evaluate the quality of the sources obtained in research
- Practice personalized study skills
- Collaborate online
- Prepare for and practice effective group work
- Present group research online
- Assess their own progress (academically and personally) at UTEP

UNIV 1301 Course Goals

Goal 1. Students will begin to understand their roles, opportunities, and responsibilities that impact their success within the context of the university.
Goal 2. Students will learn about and practice essential academic skills in order to strengthen performance in the university setting.
Goal 3. Students will begin to build a network of faculty, staff, and peers in order to create a supportive and positive learning experience/environment.
Goal 4. Students will begin to assess and better understand their own interests, abilities, and values in order to more efficiently pursue their academic, career, and life goals.
Goal 5. Students will become involved in UTEP activities and utilize campus resources.
## Course Schedule

### Week 1
**Monday-Sunday (10/19-10/25)**  
Welcome, Introduction to UTEP, Preparing to learn online

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to UNIV 1301</td>
<td></td>
</tr>
<tr>
<td>Intro to UNIV 1301 Topic</td>
<td></td>
</tr>
<tr>
<td>Welcome video</td>
<td></td>
</tr>
<tr>
<td>Sign up for Blackboard IM and contact Instructor</td>
<td></td>
</tr>
<tr>
<td>Setting up VPN</td>
<td></td>
</tr>
<tr>
<td>Permission to use student work</td>
<td>Due Sunday 10/25 by 11:59pm</td>
</tr>
<tr>
<td>Introductions Discussion</td>
<td>Due Sunday 10/25 by 11:59pm</td>
</tr>
<tr>
<td>Introduction to Weekly Content</td>
<td></td>
</tr>
<tr>
<td>Exploring UTEP Assignment</td>
<td></td>
</tr>
<tr>
<td>UTEP History (Encyclopedia)/Glory Road Online Museum</td>
<td></td>
</tr>
<tr>
<td>UTEP Online</td>
<td></td>
</tr>
<tr>
<td>A Conversation With Diana Natalicio</td>
<td></td>
</tr>
<tr>
<td>Exploring Online Learning Assignment</td>
<td></td>
</tr>
<tr>
<td>TED Talk: What we’re learning from online education (Daphne Koller)</td>
<td><a href="http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education">http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education</a></td>
</tr>
<tr>
<td>Online Learning Aptitude Test</td>
<td>Due Sunday 10/25 by 11:59pm</td>
</tr>
<tr>
<td>Ticket to Class #1</td>
<td>Due Sunday 10/25 by 11:59pm</td>
</tr>
<tr>
<td>Culture Journal Entry 1</td>
<td>Due Sunday 10/25 by 11:59pm</td>
</tr>
<tr>
<td>Global News Report 1 (Select country for News Reports)</td>
<td>Due Sunday 10/25 by 11:59pm</td>
</tr>
</tbody>
</table>

**Look ahead to/Be working on**
- Choices/JobMine assignments
- Individual writing project
- Group project

### Week 2
**Mon.-Sun. (10/26-11/1)**  
Introduction to UTEP Library Resources/Research, Defining culture

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups Assigned</td>
<td></td>
</tr>
<tr>
<td>Group Icebreaker</td>
<td></td>
</tr>
<tr>
<td>Group Contract (due next week)</td>
<td></td>
</tr>
<tr>
<td>Library Tutorials/Assignment</td>
<td>Due Sunday 11/1 by 11:59pm</td>
</tr>
<tr>
<td>Research Practice Assignment</td>
<td>Due Sunday 11/1 by 11:59pm</td>
</tr>
<tr>
<td>Evaluating Sources Assignment</td>
<td>Due Sunday 11/1 by 11:59pm</td>
</tr>
<tr>
<td>Reading Electronic Texts Online</td>
<td>Due Sunday 11/1 by 11:59pm</td>
</tr>
<tr>
<td>Introducing Culture Readings:</td>
<td></td>
</tr>
<tr>
<td>Hofstede’s Definition of “Culture,” Definition of “Cultural Dimensions”</td>
<td></td>
</tr>
<tr>
<td>Geertz, “Thick Description: Toward an Interpretive Theory of Culture”</td>
<td></td>
</tr>
<tr>
<td>Introducing Intercultural Communication Readings:</td>
<td></td>
</tr>
<tr>
<td>Spencer-Oatey, Franklin “Intercultural Interaction” (“Definitions of Culture”)</td>
<td></td>
</tr>
</tbody>
</table>
Spencer-Oatey, Franklin “Achieving Understanding”
Dodd, *Dynamics of Intercultural Communication*, Chapter 3

**Ticket to Class #2** Due Sunday 11/1 by 11:59pm
**Culture Journal Entry 2** Due Sunday 11/1 by 11:59pm
**Global News Report 2** Due Sunday 11/1 by 11:59pm

### Look ahead to/Be working on
- Choices/JobMine assignments
- Individual writing project
- Group project

#### Week 3
**Mon.-Sun.** (11/2-11/8)
- Comparing cultures/Working in groups/Working in groups online

**Comparing Cultures:**
Use Hofstede’s country comparison tool to compare cultural dimensions for specific countries

**Working in groups/Working in virtual teams:**
- *Financial Times* video “Virtual meetings good for innovation”
- Bridget Rabotin, “The Intricate web Connecting Virtual Teams”
- Cummings, “Geography Is Alive and Well in Virtual Teams”
- Niederman & Tan “Emerging Markets Managing Global IT Teams: Considering Cultural Dynamics”

**Group project task:** Group Contract Due Sunday 11/8 by 11:59pm
**Ticket to class #3** Due Sunday 11/8 by 11:59pm
**Culture Journal Entry 3** Due Sunday 11/8 by 11:59pm
**Global News Report 3** Due Sunday 11/8 by 11:59pm

### Look ahead to/Be working on
- Choices/JobMine assignments
- Individual writing project
- Group project

#### Week 4
**Mon.-Sun.** (11/9-11/15)
- Time Management /Developing Presentations/ Writing process

**Time management**
Stamatis, Diomidis H. *10 Essentials for High Performance Quality in the 21st Century*, “Chapter 6: Time Management” (pp. 367-376)

**Developing Presentations**

**Writing Processes**
Fry, Don, *Writing Your Way: Creating a Writing Process That Works for You*, “Chapter 3: Writing Your Own Way,” (pp. 16-28)
Harvey, Michael, *The Nuts and Bolts of College Writing*, “Chapter 6: Using Sources” (pp. 56-69)

**Individual Writing Project Check-In Assignment** Due Sunday 11/5 by 11:59pm
**Ticket to class #4** Due Sunday 11/5 by 11:59pm
| Culture Journal Entry 4 Due Sunday 11/5 by 11:59pm |
| Global News Report 4 Due Sunday 11/5 by 11:59pm |

### Look ahead to/Be working on
- Choices/JobMine assignments
- Individual writing project
- Group project

### Week 5
Mon.-Sun. (11/16-11/22)
Culture, Language, and Nonverbal Communication/Electronic communication

- Dodd, *Dynamics of Intercultural Communication*, Chapter 6
- Jandt, “Language as Barrier”
- Dodd, *Dynamics of Intercultural Communication*, Chapter 7
- Marantz, “My Summer at an Indian Call Center” (pp. 1-4)
- Ticket to class #5 Due Sunday 11/22 by 11:59pm
- Culture Journal Entry 5 Due Sunday 11/22 by 11:59pm
- Global News Report 5 Due Sunday 11/22 by 11:59pm

### Look ahead to/Be working on
- Choices/JobMine assignments
- Individual writing project
- Group project

### Week 6
Cultural Perceptions of work, Personal interests, values, goals setting, Career Searching

- Cultural Perceptions on work
  - Two competing American Commercials:
    - Ford: “Upside: Anything is Possible” [http://youtu.be/jAN61QK0aUI](http://youtu.be/jAN61QK0aUI)
  - Cooper: “America can learn from Europe on work-life balance” [PDF available on class website]
- *Choices* Assignment Due Sunday 11/29 by 11:59pm
- JobMine Assignment Due Sunday 11/29 by 11:59pm
  - Dalton, Interview with Financial Times
  - JobMine InterviewStream Assignment
  - Upload Resume to JobMine (Course assignment “job” with correct CRN)
- Ticket to class #6 Due Sunday 11/29 by 11:59pm
- Culture Journal Entry 6 Due Sunday 11/29 by 11:59pm
- Global News Report 6 Due Sunday 11/29 by 11:59pm

### Look ahead to/Be working on
- Individual writing project
- Group project

### Week 7
Mon.-Saturday (11/30-12/5)
Individual Paper Project, Group Project, Course Conclusion

- **Group project task:** Projects Emailed Monday Due **Monday** 11/30 (Email to instructor)
<table>
<thead>
<tr>
<th>Group project task: Discussion Completed</th>
<th>Post all comments/replies by <strong>Saturday 12/5 (11:59pm)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group project task:</strong> Reflection on Project/Peer Review</td>
<td><strong>Due by Saturday 12/5 (11:59pm)</strong></td>
</tr>
<tr>
<td>Individual Writing Project due</td>
<td><strong>Due by Saturday 12/5 (11:59pm)</strong></td>
</tr>
<tr>
<td>Global News Report Reflections (Global News Report 7)</td>
<td><strong>Due by Saturday 12/5 (11:59pm)</strong></td>
</tr>
</tbody>
</table>

**Look ahead to**

*Time off! You’re done!*
Teaching Method
Given that this is a 100% online course, the reading/viewing materials, instructions, assessments, etc. are all available from day one. Because most online learning is self-directed, you are primarily responsible to read what is required, explore what has been made available, and determine what is required to successfully complete the assignments. That said, the instructor is ready and able to help with anything that is not clear or confusing and to provide further information if appropriate so long as you have demonstrated a good-faith effort to understand what has been provided and can point to the specific area(s)/point(s)/concept(s) you are having difficulty with.

Instructor availability
I will be available via email, telephone, Blackboard IM (chat), Blackboard Collaborate (a virtual meeting space). I have quite a bit of flexibility to engage students one-on-one if they would like. If you need to contact me, email is your best bet. I will be checking it several times a day. I also have a number that rings and receive texts on my mobile (see above). You can certainly contact me there (though if I am in a meeting or am otherwise engaged there may be a slight delay in response). Virtual “face-to-face” meetings will be by appointment only even if you want to do it during posted office hours. There is some set-up involved, so let me know when you want to do it (see below on Instructor response time).

If you text me at the cell number above, please include your name and class (“UNIV 1301”) as I receive calls from several courses at that number.

Meetings with the instructional team can only be conducted virtually. There will be no face-to-face availability for students in the local area.

Instructor response time
As a matter of policy I can only guarantee response to emails, calls, requests for virtual meetings within 24-48hrs. But in practice I am quite available and usually will be able to respond quickly (same day) to questions, requests for clarification, etc. especially by email. If you’d like to chat on Moodle using the instant message or Collaborate tool, let me know several times that would work for you. Please include your local time zone with your availability (e.g., EST, MST, CST, PST) so we are sure to be online at the same time. Expect questions posed on the weekend to be answered no earlier than Monday of the next week. So plan ahead. Though don’t hesitate to send the text of email on Saturday/Sunday. If I am available, I WILL answer it ASAP.

Course Materials
All readings will be made available online or in class.

Technology Requirements
As this is a 100% online course it is imperative that you make sure your computer’s software and browsers are capable of handling the technical demands of working extensively online. Incompatible software or outdated hardware will not be an excuse for unfinished assignments or failure to submit work. It is your responsibility to ensure
access to appropriate hardware (e.g., computer or mobile device) and internet connections in order to complete assignments on time. Outages/technical issues not related to the class itself or impacting the class as a whole (i.e., Moodle outage) will not be sufficient reason for late work and will not be accepted. System-wide outages that impact the class as a whole and persist more than a day (within 12-24hrs of major deadlines) may be grounds for a class-wide extension on deadlines. Your instructor may be able to help you with basic technical issues but cannot take responsibility for helping you overcome such issues. If you and the instructor are unable to fix any issues quickly via email or telephone, you will need to contact either the IT Help Desk or the 24/7 Technical Support linked in our Moodle site.

Make sure you are using compatible and up to date versions of:
- Adobe Acrobat/Flash Player
- Java
- QuickTime
- Windows Media Player

Course Requirement Descriptions
Early Semester Attendance/Participation: (70 pts)
- There are three assignments early in the semester that are crucial for a successful start to our course and will:
  - Permission to Use Student Work (25pts)
  - Online Learning Aptitude Test (20 pts)
  - Introductions Discussion (25pts)
- See also attendance policy below.
- Note: The course “week” is from Monday, 12:00am to Sunday, 11:59pm. All work (unless otherwise specified) is due on or before Sunday 11:59pm of the following week.

Instructor/Peer Leader/Librarian Meetings: (90pts)
- Students will be required to contact the UNIV 1301 Instructor and Peer Leader at least once before the end of class. Students should contact the instructional team with any questions they have for the course, degree plans, or general advisor questions. Meetings with the instructional team can only be conducted virtually. There will be no face-to-face availability for students in the local El Paso/Juarez area.
- Students will also need to our course librarian for assistance on the Individual Writing Project and Group Project assignment. Our librarian Angela Lucero will be available during her normal working schedule. She is available on our Moodle Librarian Q&A board, via phone, email, Blackboard chat, and Blackboard Collaborate (by appointment only).
- Points:
  - Contact with Instructor (30pts)
  - Peer Leader (30pts)
  - Librarian (30pts)
Tickets to Class/Choices/JOBMINE Assignment: (445pts)

- A “Ticket to Class” will be administered weekly throughout the course. Students will be responsible for material covered in readings, class discussions, class assignments, and any videos or documentaries viewed in class or assigned online. Study questions will be provided to guide preparation for these summary, open-book quizzes.
- This will include the UNIV 1301 End-of-Semester Feedback administered by the Entering Student Program. Toward the end of the semester you will be receiving an invitation in your UTEP email to complete the ESP Student Feedback Survey online in the next few weeks. This is a required assignment. IT will notify me when you have completed the survey, but will not show me your responses.
- Students will be required to use the interview tool InterviewStream on JOBMINE. Further instructions will be given in class.
- Students will be required to develop and upload a resume to JOBMINE. Further instructions will be given in class.
- Students will be required to complete the Choices assessment program and complete related assignments. Further instructions will be given in class.
- Points:
  - TC1 (50pts)
  - TC2 (60pts)
  - TC3 (60pts)
  - TC4 (90pts)
  - TC5 (80pts)
  - TC6 (105pts)

Global News Reports/Culture Journals (65pts)

- Global News Reports (7 x 5pts= 35pts): As part of the course you will be required to choose a country (other than the US) to follow the news from. You will need to post the links to these news items, summarizing them and indicating why they struck you as interesting and what insight, if any, they give you about the culture of that country. Further instructions will be given in class.
- Culture Journals (6 x 5pts=30pts): Each week you will be given a prompt to focus your attention to a crucial part of your daily experience as a way to begin recognizing and thinking critically about the cultural dynamics of your own culture. Review the prompts at the beginning of the week, take notes about that element and respond to the post at the end of the week. Further instructions will be given in class.

Individual Writing Project: (300pts)

- Students will be required to complete a research writing assignment. Students will be expected to utilize the resources at UTEP’s library and format the assignment according to the conventions of APA style.
Students will also be required to contact the course librarian at least once as part of this assignment for help with using library resources and evaluating the sources they obtain at the library. Further instructions will be provided in class.

- **Points:**
  - Library Assignment (50pts)
  - Research Practice Assignment (50pts)
  - Evaluating Research Assignment (50pts)
  - Reading Electronic Texts Online (25pts)
  - Individual Paper Check-In Assignment (25pts)
  - Individual Paper Final Draft (100pts)

**Group Project: (425pts)**

- Students will be assigned to groups for participation in the group project. Groups will be responsible at the end of the semester for [insert project description here]. The project will be constructed in steps (see Course Calendar for due dates). Each portion of the assignment must be submitted on the due date in order to receive credit. Students will also be required to contact the course librarian at least once as part of this assignment for help with using library resources and evaluating the sources they obtain at the library. Further instruction will be provided in class.

- **Points**
  - Group Contract (50pts)
  - Work Log Participation (50pts)
  - Final Presentation (100pts)
  - Final Presentation Participation (100pts)
  - Group Project Reflection (125pts)

**Suggested Procedure for Completing Work**

I would recommend you complete each session in Moodle in the following manner:

- Read any posted announcements
- Check your messages and reply as necessary
- Review the course calendar to double check weekly requirements
- Complete your next **individual** module requirements
- Complete your next **group** work module requirements (if due soon)
- Read/Review instructions for the different parts of major assignments (paper, group project)
- Conduct any group work/communication needed depending on time during semester and proximity of due date
- Briefly browse upcoming weeks, noting anything you might need to begin thinking about/working on to get ahead

At any point: email your peer leader or instructor with questions.

*Expected workload*
In a normal face-to-face course the workload expectation would be 3 hours a week for every one hour in class (i.e., 9 hours a week for a 3 credit hour class for a total of 12 hours weekly workload). Since our course is 100% online what would normally be “class time” is applied to the readings, journals, group work, and portfolio work. Under normal circumstances, one could expect to spend between 10-12 hours a week reading, responding and working on assignments. Since this is an accelerated course and covering a full semester of work in less than half the time, you can expect that workload to be around 20hrs/week, maybe slightly higher.

Of course, this is an average guideline and the amount of time required for work on any given week may differ significantly from student to student.

Grading
Possible points= 1395
A= 1395-1255.5  B= 1255.49-1116  C= 1115.99-976.5  D= 976.49-837  F= 836.99-0

[Please Note: Because this course is a core requirement, students must attain a C or better. Students with a D or lower will be required to retake UNIV 1301.]

Policies and Procedures

Attendance
As this is an accelerated 100% online course and there is no physical class to “attend,” attendance will be gauged by the completion of weekly assignments. Failure to complete an assignment will count as an “absence.” Failure to participate in any group work (project, discussions, etc.) will also constitute an “absence” for the purpose of the class.

PLEASE NOTE: As this is an online course, participation is all the more crucial. You will still be responsible for completing assignments (individual and group) on time. **There is not less work with an online class only more work you must do on your own.** Please be aware of this and plan accordingly. Contact the instructor as soon as possible if you are having trouble.

Late Work
All work must be turned in online by the time indicated on the course calendar. Late work is generally accepted at half-credit. Late work on assignments **that pertains to your group assignments** will NOT be accepted late. See especially the note in “Technology Requirements” above. Technical issue will not be accepted as excuses for late of unfinished work as a general rule and with some exceptions.

Missed Tests/Quizzes
There is no make-up work for any assignment or quiz with the potential exception of legitimate, verifiable* medical emergencies, verified within a reasonable amount of time after the fact.
*I will expect proof of doctor’s notes, etc. and clear indication as to why the emergency prevented you from completing the assigned work on time. As there is no class meeting and all assignment deadlines are known well in advance, doctor’s visits and the like can be scheduled to accommodate the course deadlines. They will not be necessarily accepted as an excused absence.

** For my working students and students with families: First of all, as a working student with a family, I have the utmost sympathy and respect for you! Juggling a job, family, and schoolwork is a reality for many of us and you should be commended and proud of yourself for taking on the challenge. It will be worth the struggle. But if you’ve chosen to pursue your degree while at work and/or while raising a family, you need to be honest with yourself and others about what you can do and how well you can do it. This course is an accelerated, university, 3-credit course. It is not designed to be completed only working on it over the weekends or all in one desperate swoop in the last week. While I will be deeply sympathetic to your situation and may be willing and able to work with you on an individual assignment’s deadline here and there, work and family responsibilities (expected or otherwise) will not be sufficient grounds for extensions on assignments. I cannot provide an “I” in this course for pedagogical reasons.

*** A word about a death or serious illness in the family during the course: While clearly we cannot “plan” when serious tragedies or illnesses hit us and our families, how you respond to them in relation to this class will be up to you. If you or your family is struck by tragedy (e.g., a serious illness or a death of a close friend or loved one), I am going to strongly recommend that you drop the course and re-take it at a later date. Some things are simply more important than school.

If, for whatever reason, you decide to continue in the course, you will still be responsible for the entirety of the remaining course requirements. Tragedy or unexpected illnesses cannot themselves be grounds for extensions on work or a change in grade at the end of the course. I cannot provide an “I” in this course for pedagogical reasons.

Extra Credit Work

Given the accelerated nature of this course, you should expect no extra credit work. I do reserve the right to offer it should I feel it appropriate.

Format

All written assignments must be typed in Word or other word processing software, double spaced, 12 pt. Times New Roman Font, with one inch margins, and conform to the APA style for citations and bibliography. General paper formatting requirements will be provided in class. All work must be submitted electronically through Moodle unless prior arrangements have been made with the instructor.

Policy for final exams [From the online Schedule of Classes]
(*There is no scheduled final exam in this class. The following is included due to policy requirements only.)

Exemption from final examination may not be given. Final examinations are scheduled to be two hours, forty-five minutes in length and take place during the final examination period. It is the policy of the university not to administer a second final examination in the course. It is also university policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student’s three examinations.

Copyright Statement

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to $100,000 for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

1.3 Student Conduct: [From the Handbook of Operating Procedures Student Affairs with some modifications:]

Students are expected to respect other students in the class, the Peer Leader, and the Instructor. [Even though we are talking about things that can be incredibly controversial and about which we may feel very passionate,] class discussions are to be conducted with respect for one another. Cell phones, pagers, mp3 players, etc. must be silenced. Calls, texting, etc. in class are grounds for immediate ejection from class and will result in student being marked absent for the day.

Each student is also responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at http://www.utsystem.edu/bor/rules/homepage.htm.

Online Conduct

Communicating online can make us feel “safe” and comfortable. Sometimes it makes us feel too safe which, ironically, makes our behavior feel “unsafe” for others. Pay special attention to how you and your colleagues conduct yourselves in this class on the discussion boards, in emails to one another, in emails to your instructor and peer leader. Failure to abide by these guidelines may result in your referral to the Office for Student Affairs for possible disciplinary measures.

Some things to think about:

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Be Forgiving: If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication.
What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.  

**This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.  

**Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.  

**Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.  

**Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.  

**Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.  

(Provided courtesy of Instructional Support Services)  

You should also remember:  

- Consider your audience. Remember that members of the class and the instructor will be reading any postings.  
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment, flaming, or inappropriate postings will be tolerated.  
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.  
- When reacting to someone else's message, address the *ideas*, not the person. Post only what anyone would comfortably state in a face-to-face situation.  
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates’ comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for attendance and for the discussion. Pay close attention to the posted deadlines.

(Courtesy of Instructional Support Services Digital Academy)

1.3.1 Scholastic Dishonesty: [From the Handbook of Operating Procedures: Student Affairs]

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an “F” or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of “F” or any reduced grade in lieu of being charged with scholastic dishonesty. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1.3.12 Plagiarism: [From the Handbook of Operating Procedures: Student Affairs]

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Students with Disabilities Policy:

If you have or suspect a disability and need an accommodation you should contact Center for Accommodations and Support Services (CASS) at 747-5148 or at cass@utep.edu or go to Room 106 Union East Building. Accommodations must be made available to instructor by the first day of class. Assignments whose due date has passed prior to instructor having been informed of CASS designated accommodations cannot be made up.

Foster Homeless Adopted Resources (FHAR)

If you or someone you know have aged out of foster care in Texas, were adopted, or find yourself homeless or with unstable/inadequate housing, there may be resources available to you. See me or a FHAR advisor at the Academic Advising Center.
ESP Student Feedback Survey
You will be receiving an invitation in your UTEP email to complete the ESP Student Feedback Survey online in the next few weeks. This is a required assignment. IT will notify me when you have completed the survey, but will not show me your responses.

Syllabus Change Policy:
Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice, especially as it pertains to the weekly schedule.