

University of Texas at El Paso

UNIV 1301

Fall 2020 - Seminar/Critical Inquiry (C) (UNIV-1301-310) (27982.201920)

NAVIGATING THE ONLINE LEARNING COMMUNITY

3 Credit Hours

**Pre-requisite:**

English 1312

**Faculty:**

Janise Tinsman, DNP, RN

Office: Blackboard Collaborate as listed

Online Office Hours: Virtual Hours as listed, or by appointment

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**Please go to the provided link for a video regarding COVID 19 precautions on campus**

<https://covidfstraining.questionpro.com/>

<b>Peer Leader:</b>	<b>Librarian:</b>	<b>Advisors:</b>
17267-Yency Bustillos <a href="mailto:ysbustillos@miners.utep.edu">ysbustillos@miners.utep.edu</a>	Marissa Testerman <a href="mailto:mtesterman@utep.edu">mtesterman@utep.edu</a>	Gema Lopez <a href="mailto:Gslopez3@utep.edu">Gslopez3@utep.edu</a>
17268- Raquel Escalera-Alvarez <a href="mailto:rescleraa@miners.utep.edu">rescleraa@miners.utep.edu</a>	Phone 747-5269 LIBR 202	Phone 747-5269 LIBR 202
17269- Mariah Ramirez <a href="mailto:mnamirez@miners.utep.edu">mnamirez@miners.utep.edu</a>		

**Required Texts:**

Borders: Crossing into Your Future  
8th Edition

UNIV 1301: Entering Student Program  
University of Texas  
ISBN: 978-0-7380-1182-7  
eISBN-

Think Like a Nurse: A Handbook Revised edition 2020  
Caputi, Linda  
ISBN: 978-1-941478-90-5

The Borders text is available through the following links:

<https://hmpublishing.redshelf.com/book/1180166/borders-crossing-into-your-future-1180166-9781533911834-university-of-texas>

Transfer Students may use the following link for the Borders resource

<https://hmpublishing.redshelf.com/search/?terms=Borders+Crossing+into+Your+Future+for+Transfer+Students+>

**THEME:** Thinking Like a Nurse and Navigating the Online Healthcare Community

**DESCRIPTION:** By using technology as a resource, this course provides students with foundational knowledge in local and national health care and the nursing profession. Concepts related to communication, cultural awareness, critical thinking, problem solving, collaborating with health care professionals, health-illness continuum, ethics, and current health are presented. Students will examine the professional roles and responsibilities of the student and advancing nurse. Students will examine resources available through the university that will assist them in navigating their career outcomes. Readings, discussion boards, electronic database access, and Blackboard will be utilized to assist in the learning process. This course is designed for pre-nursing and nursing students.

**Learning outcomes:** By the end of the course students will be able to:

1. Identify personal roles, responsibilities and opportunities for university success.
2. Identify the impact of technology for the healthcare provider in online learning.
3. Articulate and describe the technological factors that relate to a nursing career.
4. Identify ethical issues involved with education and health care.
5. Identify the technology resources available through the university.
6. Identify personal learning styles and professional and academic goals.
7. Analyze health care issues and policies in the work environment.

This course is offered 100% online.

## Course Goals and Objectives

### METHODS FOR ADDRESSING GOALS:

**Goal 1. Students will develop and apply elements of leadership through effective individual participation and meaningful team collaboration to empower them to be agents of change.**

1.1 Students will assess and reflect on their strengths and leadership skill development.

Students will complete [personality type inventory](#) test. The results will then be discussed on the DB in relation to leadership skills

1.2 Students will engage in active learning through individual, team, and class activities that develop their leadership skills.

- Students will participate in discussion regarding success in online learning.
- Students will identify actual and potential obstacles to achieving degree plan goals.
- Students will develop courses of action to alleviate or mitigate obstacles.

1.3 Students will learn more about collaboration, roles, and facilitation skills through faculty instruction and student practice.

- Students will be put into groups to discuss a case study in regard to leadership skills, based on outcomes of the Personality Inventory
- Students will watch a video about effective collaboration

1.4 Students will develop effective interpersonal communication skills to include listening, sharing diverse perspectives, and soliciting others' viewpoints

- Oral: Students will download Blackboard IM and communicate with instructor at least once during semester.
- Written: Students will submit written communication using discussion boards and responses to peers, assignments, and emails.
- Electronic: Students will complete Netiquette exercise and take quiz.

1.5 Students will improve their interpersonal conflict management strategies.

- Students will participate in discussion regarding success in online learning.

- Students will identify actual and potential obstacles to achieving degree plan goals.
- Students will develop courses of action to alleviate or mitigate obstacles. Students will be put into groups to discuss a case study regarding leadership skills, based on outcomes of the Personality Inventory and develop a group contract for use while working as a team

**Goal 2. Students will examine the roles and responsibilities crucial for their success in college and beyond.**

2.1 Students will examine personal and social transition issues affecting college success.

Students will review the roles and basis for professional nursing practice and students examine how to balance work, school and family through a group activity.

2.2 Students will become familiar with the importance of participating in high-impact practices identified in the UTEP Edge.

- Students will review the concepts on the edge website through UTEP
- Reflection activity to identify areas of strengths/weaknesses

2.3 Students will engage in at least one academic and one professional goal setting activity or exercise.

- Students will write a paper or journal entry outlining long-term and short-term personal and professional goals.

2.4 Students will review their plan of study by participating in appropriate academic advising.

- Students will meet with academic advisor to develop degree plan
- Students will submit a printed degree plan from Gold Mine.
- Students will complete the Career Modules
- Students will create a working resume

2.5 Students will demonstrate knowledge of the rules of academic integrity and will practice acceptable academic behavior.

- Students will review academic policies on academic integrity
- Students will successfully complete a multiple choice quiz that tests students' understanding of rules for academic integrity and acceptable academic behavior

2.6 Students will become familiar with major UTEP academic policies and requirements in order to remain in good academic standing and graduate in a timely manner

- Students will participate in an online group discussion reflecting on academic integrity.

Students will also read the advising section in *Borders*, and will they communicate with the advisor assigned to their section of UNIV 1301.

2.7 Students will demonstrate regular use of university communication systems, such as email, bulletin broadcasts, websites, and Mobile Campus.

- Students will navigate Blackboard as an e-learning tool to include accessing textbooks, attaching files and photos, editing text, use of online reference material (Purdue Owl)
- Students will participate in the Library modules

**Goal 3. Students will identify, assess, and build on their strengths and experiences to develop academic and transitional strategies necessary for success in their academic, career, and life goals.**

3.1 Students will reflect on their responsibility for and contribution to their own learning.

- Students will participate in discussion regarding success in online learning.
- Students will identify actual and potential obstacles to achieving degree plan goals.
- Students will develop courses of action to alleviate or mitigate obstacles.

3.2 Students will work to improve their oral, written, and electronic communication skills.

- Oral: Students will download Blackboard IM and communicate with instructor at least once during semester.
- Written: Students will submit written communication using discussion boards, assignments, and emails.
- Electronic: Students will complete Netiquette exercise and take quiz.

3.3 Students will work to improve their academic success strategies such as note-taking, annotation, active reading, test taking, time management, and stress management.

- Students will participate in assigned groups to identify technology applications for use on portable devices such as phones, tablets, and computers related to academic success with a focus on nursing and health care.
- Students will participate in assigned groups to assess and report on UTEP services at their disposal.

- Students will work together as a group to complete a presentation on UTEP resources based on participation in assignments that help them develop their academic success skills/strategies, and will they read the sections of *Borders* that address academic success strategies/skills. The students will then journal a reflection and reflect on areas they have identified as a need.

3.4 Students will become familiar with learning management systems such as Blackboard.

- Students will navigate Blackboard with direction/learning videos as an e-learning tool to include accessing textbooks, attaching files and photos, editing text, use of online reference material (Purdue Owl)
- Introduction to BBIM

3.5 Students will examine their academic, career, and life goals by participating in at least one self-assessment activity about their interests, abilities, and values.

Students will write a paper or journal entry outlining long-term and short-term personal and professional goals.

Students will complete [personality type inventory](#) test.

- Students will participate in *College and Career Success* activities

3.6 Students will participate in at least one activity, exercise, or information session to become familiar with the steps, including post-graduate education, required to prepare for a career.

- Students will be required to explore the [University Career Center](#) website.

**Goal 4. Students will engage in research and critical thinking activities that demonstrate their ability to effectively integrate their learning within, across, and beyond academic settings.**

4.1 Students will engage in critical thinking and problem-solving through individual, team, and class activities.

- Students will be provided with examples using APA format and required to analyze and evaluate use of APA format with PowerPoint presentation about UTEP resources
- Students will submit conduct weekly DB entries in APA format utilizing at least one in-text reference and using sources ethically
- Students will take APA tutorial and quiz.

4.2 Students will demonstrate the ability to develop an effective research strategy based on the specifications of the research assignment.

4.3 Students will engage in library modules and database research.

4.4 Students will locate and critically evaluate the reliability, validity, and accuracy of sources.

4.5 Students will develop a project that involves critical evaluation and effective integration of sources.

4.6 Students will demonstrate the ethical use of sources such as accurate paraphrasing, quotations, and citations. APA modules

4.7 Students will reflect on how the research process applies to their learning within, across, and beyond academic settings.

- *Research PowerPoint presentation on Nursing Technology*
- *Multiple library visits, workshops with librarian*
- *Guidelines of required Evidence Based Practice sources*
- *Source analysis assignment presented in a group PowerPoint*
- *With at least four sources*
- *Research PowerPoint with two sources per person*
- *Reflection on the research process, to include intra-relationships*

**Goal 5. Students will engage in campus and community activities to increase their sense of academic and social belonging.**

5.1 Students will begin to build networks of faculty, staff, and peers to create a supportive and positive learning environment; to include all members of the 1301 faculty team.

5.2 Students will attend/participate in a minimum of two social, cultural, and intellectual events at UTEP.

- 100% ONLINE Students will review the [Arts and Events](#) website at UTEP.
- The students will watch linked videos to help them get idea about life on campus

- 5.3 Students will become aware of and use selected academic and student support resources, , especially the Writing Center, Math Resource Center, University Counseling Center, University Career Center, Academic Advising Center, Student Development, University Health Center, and on-campus computer labs.
- Students will be informed of online resources, specifically Writing Center, and required to submit an assignment to SafeAssign through Blackboard assignments.

5.4 Students will meet one-on-one in person or virtually at least twice with the instructional team to discuss and receive feedback about their academic progress and transition to UTEP.

- Students will meet virtually at least once with instructor using Blackboard IM or Blackboard Collaborate during the semester.
- Students will meet virtually or in-person at least once with Peer Leader
- Student will respond to peer posting to critique and evaluate ideas and viewpoints, share personal and professional experiences.

5.5 Students will meet in person or virtually with at least two other faculty or staff members important to their academic progress such as their academic advisor, their other professors, teaching assistants and/or tutors.

- Students will participate in online discussions with the university librarian embedded in course.
- Career Center resources assisting with resumes building

5.6 Students will become familiar with the university's student organizations via the UTEP website.

- Students will review [Campus Technology](#) website and identify specific resources available virtually.
  - Because the students are 100% online, The students will watch linked videos to help them get idea about life on campus



In UNIV 1301, entering students will build on their talents, skills, and experiences to successfully transition to UTEP. UNIV 1301 will support students' leadership development, academic excellence, and campus and community engagement, paving the way to success in their educational and professional pursuits.

**Course Grading Scale:**

Points	Letter	Grade
100-90		A
89-80		B
79-70		C
69-60		D
< 60		F

**Course Evaluation Methods: Course Assignments:**

Activity	Points per category
<b>Quizzes:</b>	15
Quiz 1 Syllabus and Course Content - 1	
Quiz 2 Understanding Motivation - 1.5	
Quiz 3 Personality- 1.5	
Quiz 4 APA- 5	
Quiz 5 Library- 6	
<b>Team Projects:</b>	32
Project 1 Leadership plan- 3.5	
Project 2 UTEP Resources - 15	
Project 3- Diversity DB post 3.5	

Project 4 Nursing Tech -	10	
Team Eval. +/-		
<b>Individual Assignments:</b>		16.5
Assign. 1 Resume/CL/Goal -	10 pt	
Assign. 2- Money Matters	4	
Assign. 3 Degree Plan-	2.5	
<b>Discussion Board (DB): 2 pts each</b>		20
DB 1 Intro Video.	2	
DB 2 Learning Styles	2	
DB 3 Academic Integrity	2	
DB 4 Internet tools for nurses	2	
DB 5 Stress, Health, and Wellness	2	
DB 6 Recognizing Cues	2	
DB 7 Analyzing Cues	2	
DB 8 Take action and evaluate	2	
DB 9 Critical Thinking	2	
DB 10 Group Diversity project (points calculated in group project column)		
DB 11- Healthcare in Pictures	2	
<b>Journals</b>		17.5
Journal 1 Career Module	5.8	
Journal 2 Research Process.	5.8	

Journal 3 Reflection on Learning 5.9	
<b>Total Points</b>	100

**See Calendar for due dates**

**There is no final exam in this course.**

Policy for final exams [From the online Schedule of Classes] 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.

**Teaching Strategies:**

This is a **100% online** course and all instruction and course materials will be available on Blackboard and Internet Links. Teaching strategies include:

- Application exercises/case studies
- Quizzes
- Discussion Questions
- Team projects
- Assigned readings

**GRADING POLICY AND STRUCTURE**

Time Stamps LMS

- Attendance, participation, and all LMS (Blackboard LMS) postings are counted in Mountain Time (MST). The time stamps in the computer represent MST, regardless of your actual time zone.

Discussion Boards

Discussion Boards will be open from Monday thru Saturday of the scheduled week. Original posts are due by **Wednesday at 11:59pm MST** of the scheduled week. Peer responses are due by **Saturday at 11:59pm MST** of the scheduled week. Should follow **APA format** with *at least*

one in-text citation and one reference. It is recommended that students type their discussion board posts in Word rather than directly to the discussion board. This practice allows the student to correct grammar and spelling errors prior to submission, and allows the student to save copies of their submissions in their electronic course folders. Initial postings should be a minimum of 300 words and peer responses should be a minimum of 100 words. You are expected to post at least two responses to another student's posting for each DB question. Dates for postings are listed on the course calendar.

### Assignments

- Assignments are due by **11:59pm (MST)** on the **due date calendar/course schedule**. Assignments (not including DB forums or Quizzes) will be accepted after the due date for up to 3 days (72 hours); however, there will be a **deduction of 10% from the total assignment points per 24 hours past the due date**. Late points start immediately following the due date/time. This is done in fairness to those students who turn in their assignments on time. After 3 days past the due date (72 hours)—no assignments will be accepted. The only exception is with extenuating circumstances or events that have been discussed with the instructor PRIOR to the deadline.

### Quizzes

- Quizzes will be available for a specific timeframe (as indicated on the class calendar). There will be **2 attempts** for each quiz. The highest grade will be documented in the grade book. Late quizzes will not be accepted. Once all quizzes are completed, feedback on the questions will be released. Please note—in order to ensure the integrity of the quizzes, there will not be any “question specific” feedback given. The feedback will be given as an overall discussion. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

In the case of emergencies when you are prevented from logging on, please contact the Course Faculty as soon as possible by phone and/or email. If you know you will be out of town or otherwise prevented from submitting assignments on the due date, make every effort to turn them in early. Anytime you feel that you are falling behind in the course, it is best to contact the Course Faculty immediately to discuss your situation. Students are strongly encouraged to contact their advisor prior to dropping any course to discuss the affect that such action might impact financial aid, visa, or other academic concerns. Regarding dropping the course with a “W”, it is the **student's responsibility** to make arrangements with the UTEP Registrar and drop by the “withdrawal date” located on UTEP Registrar website, and on the course calendar.

### What should you expect from me as the Lead Faculty?

- I will provide you clear instructions on class expectations
- I will check my **Blackboard course email** at least once a day and will get back to you within 24 hours.
- I will provide graded feedback on your performance within 7 days of the due date.
- I will keep you informed about your graded progress in the class at all times and will make time to discuss your needs.
- I will leave myself open to suggestions about improvement of the class and class related activities.
- I will do all I can to ensure your learning and success in this class.
- The course calendar is a living document and may be adjusted due to events occurring during the class timeframe. If any changes in the course are to be implemented, I will ensure that the class is notified via announcements in a timely manner.

### What Faculty expect of their Students:

- At the beginning of each course, students should review the syllabus, calendar, and other items located in the “start here” folder. Students will be expected to complete a “survey” that acknowledges their understanding of the course expectations.
- Online courses are designed to ensure that students have access to all the information needed to complete their course work. If you have a question, before contacting the faculty, please take a few moments and try three different places; including the “Ask a Question” discussion board, assignment instructions, and recent announcements to find the answer to your question within the course. Then, if you still have a question about the course, please post it to the “Ask a Question “Discussion board. Please indicate the topic of your question to assist other students who may have a similar question to find the answer.
- All written assignments are to be written in **APA 7th edition style**. Refer to the APA manual and/or Purdue OWL website for guidance. To get started, go to: <http://owl.english.purdue.edu/owl/resource/560/01/>. Posts made to the discussion board should contain citations from the course content or your research, within the body of the discussion post (unless clearly stated otherwise). Include a reference list that cites all sources, including the texts for the course.
- All students are to review the rules of netiquette and follow in their interaction with fellow students and faculty.

### Course Policies

#### Academic Regulations:

- Review in UT El Paso Undergraduate Student Catalog and the **School of Nursing Student Handbook** the following policies: ***Religious Observance, Ethical and Responsible Use of Social Media, Policy on Academic Integrity, Progression Policy, and Effective Nursing Practice Policy, Statement on Disability.***

**Attendance:**

- Students are expected to log-in and check the course (at minimum) **every other day** to keep up. You will have assignments due every week. Email messages are sent to your **UTEP email address**, making daily email checks imperative for your success. Lack of student activity for a full calendar week **places the student at risk for being dropped** from the course by the instructor. Communication of any planned lack of access must be given to the instructor in a timely manner.

**Blackboard:**

- Students are required to subscribe to and access the course Blackboard site. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Each weekly module contains material that is essential for your success in the course. Grades will be made available ONLY through this site. **Email messages will be sent through the Blackboard course site—link labeled “Blackboard email” Please check this email (at minimum) every other day for any communication.**

**Communication:**

- Communication is the responsibility of both students and faculty. The faculty will keep students informed of progress in theory. Students with questions or concerns should:  
*-First go to the appropriate faculty member.*

*-If not resolved, then follow the appropriate chain of command in the sequence as identified below:*

*Course faculty*

*Director of the Undergraduate Nursing Program*

*Assistant Dean for Undergraduate Education*

*School of Nursing Dean*

**Grievances:**

- Challenges to grades may be pursued only on the basis of malice, bias, arbitrary or capricious grade determination or impermissible discrimination. In no event shall a challenge be pursued only on the basis of the standards employed in setting grades, so long as those standards are employed impartially. Grievances MUST be in WRITING and filed through the course faculty member, the Director of Undergraduate Nursing Program, the SON Assistant Dean for Undergraduate Education and the Dean of the SON. If the student is not satisfied with the outcome after using the chain of command, the student may consult with and/or file a challenge with the Chairperson of the University Student Welfare and Grievance Committee.

#### **Policy on Scholastic Dishonesty:**

- Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the School of Nursing and/or university. Scholastic dishonesty includes but is not limited to reproducing test or quiz materials from memory, copy/paste or Xerox, cheating, plagiarism, collusion, the submission for credit or any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.
- Since scholastic dishonesty harms the individual, all students, and the integrity of the School of Nursing and the university, policies on scholastic dishonesty will be strictly enforced. See detailed procedure in the Handbook of Operating Procedures (HOP) available in the Office of the Dean of Students.
- Use a consistent citation method for your written work. The APA Style of citation is preferred for your final paper (see Guidelines on citing according to the APA citation style on Blackboard).

#### **Policy relating to Disability / Pregnancy/ CASS:**

- **Disability:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. Written guidelines r/t accommodations from CASS must be submitted to the course manager PRIOR to the start of the course. If you have a disability and need classroom accommodations, please contact CASS at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). *CASS' Staff are the only individuals who can validate and if need be, authorize*

*accommodations for students with disabilities.*

- **Pregnancy:** It is the responsibility of the student to inform the instructor of pregnancy limitations. Written guidelines r/t accommodations from The Center for Accommodations and Support Services (CASS) must be submitted to the course manager PRIOR to the start of the course.

#### **Professional Behavior:**

- Students are ***always expected*** to behave professionally when interacting with faculty, peers, preceptors, and clients **and** in any setting in which the student is a representative of UTEP. Bullying, verbal abuse, insubordination, or personal attacks will not be tolerated in any form. Any behavior deemed inappropriate by faculty and/or preceptors will result in faculty conference(s), and completion of a Student Opting for Success (SOS) plan that addresses the student's areas of needed improvement. Possible activities available to assist the student in attaining the SOS objectives include stress and/or anger management counseling sessions. Inappropriate behaviors may result in an administrative withdrawal from the course and/or dismissal from the program.

#### **Retention: Students Opting for Success (SOS):**

- When a student is not progressing in the course as expected, or is not successful on an examination, they will be required to meet with the instructor to discuss strategies for success as outlined on the SOS form. The SOS plan will identify recommendations for improving the student's success potential and will specify time lines for completion of these recommendations. The SOS form (with all recommendations completed and all signatures in place) must be submitted to the course manager by due date. *Students who are not successful in the course should be aware that non-compliance with SOS recommendations jeopardizes eligibility for the opportunity to repeat the course in the subsequent semester.* See respective Blackboard home page for SOS form.

#### **DIDACTIC POLICIES**

- Examination and Quiz policies
- Statement on preparation of formal assignments
- Other Course specific policies

#### **ONLINE POLICIES**

#### **Being Successful in an Online Class**



Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can, so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions**: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others**: Offer a fact, article, link, or other item that can help others learn something you can share.
- **Be appropriate**: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- **Be diplomatic**: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay focused**: Stay on topic to increase the efficiency of your learning.

### **Effective Electronic Communication Guidelines**

Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect his or her right to think differently.
2. Avoid posting simple two or three-word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, and then explain why by adding a few sentences describing your response or adding to the original point.
3. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  - a. **Reflect about meaning**: Describes thoughtfully what something means, new insights it provides, or raises a question as a seed for clarification or further discussion.
  - b. **Analyze**: Discusses relevant themes, concepts, main ideas, components, or relationships among ideas, or identifies hidden assumptions or fallacies in reasoning.
  - c. **Elaborate**: Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
  - d. **Apply**: Provides examples of how principles or concepts can be applied to actual situations or discusses the implications of theory for practice.

- e. **Synthesis:** Integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
- f. **Evaluate:** Assesses the accuracy, reasonableness, or quality of ideas.

## Netiquette

- At this point in the course, it is also important to share a word of caution, so we can become wiser about interpersonal distance learning communications. As you may know, when communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendoes is far more difficult. Only what is written, or drawn, carries the message. Often excitement can easily be misinterpreted as anger or an insult. It is important that everyone keep this in mind when communicating electronically. Words in print may appear harmless; however, they can emotionally injure the person reading them. More information can be found at <http://www.albion.com/netiquette>.

## Social Media:

- Student enrolled in the UTEP SoN must practice and behave in a manner that protects clients by exercising reasonable judgment when using social media technologies whether in their personal or professional lives. Inappropriate use of Electronic/Social Media can lead to disciplinary action including but not limited to formal reprimand, suspension or dismissal from the program which is contingent upon the nature of the infraction. Student enrolled in the UTEP SoN can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws. <http://admin.utep.edu/Portals/1805/PDF/UTEP%20Social%20Media%20Standards.pdf>

## Computer Requirements

Blackboard Collaborate will be used extensively in this course. This platform works best with FireFox or the most up-to-date Google Chrome browsers. Use the browser checker to ensure you have all of the necessary plugins installed on your computer that you will need in order to access all the content in this course. This browser checker will test browser compatibility, cookies, JavaScript, pop-up and other Java features.

### **Browser Performance Hints**

- Clear browser cache
- Allow pop-ups
- Make sure your Java is up-to-date
- Follow the steps at [Blackboard Learn browser checker](#)

## Software Requirements

When creating documents, slide presentations, spreadsheets, etc., you must use Microsoft Office or a compatible program (see [10 Free MS Word Alternatives](#)). If you are using Windows Vista or Office 2007, you may have compatibility problems and others in the course may not be able to view your work. Go to the UTEP-IT website's "[Patches & Updates](#)" area to download a "compatibility toolkit" (it is listed under the "Patches and Updates" column). Also check your course syllabus for specific software instructions from your instructor.

### Recommended software

[Adobe Acrobat](#)

[Adobe Flash Player](#)

[Java](#)

[QuickTime](#)

[Windows Media Player](#)

[Supported Browsers](#)

## Learning Resources:

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- [UTEP Library](#) - access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [RefWorks](#) - bibliographic citation tool; check out the RefWorks [tutorial](#) and [Fact Sheet and Quick-Start Guide](#)
- [University Writing Center \(UWC\)](#) - submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available here
- [Math Tutoring Center \(MaRCS\)](#) - ask a tutor for help and explore other math resources available here
- [History Tutoring Center \(HTC\)](#) - submit papers here for assistance with writing history papers, ask a tutor for help and explore other history resources available here
- [Elluminate](#) - online virtual classroom/conference room with multiple features including audio, video, instant messaging, interactive whiteboard, application sharing, file transfer, and session recording/playback with synchronized audio/chat/notes.  
Recommended Hardware for Elluminate -
  - Headphones
    - preferred rather than external speakers to avoid audio feedback being picked up by the mic

- Microphone
  - a webcam microphone will work, but often a separate mic positioned closer to the mouth picks up less background noise
- Webcam
  - for transmitting live video of the session participant(s)
- Video camera
  - for transmitting live video of a procedure or demonstration
- [Safe Assign](#) - online submission of paper compares your work to published papers and checks for plagiarism

### **UTEP Virtual Private Network:**

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple, click on the following link to see a visual tutorial: [UTEP VPN](#).

### **[Other BB Learn Student Resources](#)**

### **Technical Assistance**

This online class is hosted by UT El Paso. If you have computer, Blackboard problems, or any other kind of technical questions, please contact the UTEP Help Desk via email at [helpdesk@utep.edu](mailto:helpdesk@utep.edu) or by phone at (915) 747-5257. The HELP desk hours are: Mon-Fri 7:00am - 8:00pm (Mountain Time), Sat 9:00am - 1:00pm (Mountain Time), Sun CLOSED.

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