

Syllabus – The Public Administration Profession CEL
Fall Semester 2021 8/23 – 12/02 -
MASTER IN PUBLIC ADMINISTRATION PROGRAM THE UNIVERSITY OF TEXAS AT EL PASO –
PAD- 5302 CRN:15012 - MAIS-5360 CRN:17279
Instructor: Dr. Maria Luisa Picard-Ami, MBA, MPA ¹

I.	Course Overview.....	1
A.	Course Learning Goals and Learning Outcomes (in line with UTEP’s CEL and EDGE Missions....	1
B.	Course Content	2
C.	Course Communication: How we will stay in contact with each other	2
D.	Technology Requirements	2
II.	Course Materials	3
A.	Textbook and Mandatory Reading Material	3
B.	Blackboard Content.....	3
C.	Additional Materials.....	3
III.	Course Assignments And Grading (Evaluation of Performance).....	3
A.	Grade Distribution:	4
B.	Types of Assignments.....	4
C.	Summary Table: Evaluation of Performance	6
IV.	Class Calendar/Schedule.....	6
A.	Month by Month Overview of Topics and Assignments by Module (Tentative).....	6
B.	Important Official Dates for Term.....	7
V.	Policies and Expectations	7
A.	University-wide Policies	7
B.	Course Policies: What Do You Need To Do To Be Successful In the Course	9

I. COURSE OVERVIEW

UTEP Graduate Catalog PAD 5302– The Public Administration Profession. A 3-credit-hour online graduate course that offers an overview of public administration, aimed at both academia and practitioners in public, nonprofit and other organizations that provide public services and goods. It emphasizes professionalism, strategic communications & information processing.

A. Course Learning Goals and Learning Outcomes (in line with UTEP’s CEL² and EDGE³ Missions

At the end of the semester, the student should have the skills and knowledge to:

- Think critically about the ideological, social, political, and economic **context of public administration** and management and develop a sense of professional social responsibility
- Comprehend the **policymaking process** that determines the legal framework under which public administration and management operates.
- Compare and evaluate the different **rationales, strategies and tools** applied by actors that determine how public administration and management is defined and implemented.
- Recognize the basic **theories** that guide professional public administration and management, the **methods**, the **areas of services**, and the **levels of action**.

¹ **Disclaimer.** The instructor reserves the right to make changes to this syllabus based on students’ progress and other factors, at the instructor’s discretion. Changes will be specified via Blackboard Announcements. It is the student’s responsibility to check frequently.

² The Community Engagement & Leadership (CEL) is a new program in the College of Liberal Arts designed to build the knowledge and competencies that enable students to be ethical and socially responsible leaders engaged in the communities where you live, work, and were you each exercise the rights and obligations of your citizenship.

³ Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Change-Making Skills, Global Awareness, and Social Responsibility.

- Evaluate the effects that different policy praxis have on community **stakeholders**, the rationales that sustain different strategies administration and management and the types of actors that advocate for them.
- Utilize a basic resource kit of key administration terms and tools.
- Apply **teamwork** and communication skills as part of the online group dynamic

B. Course Content

The semester has been designed as a CEL course to offer an overview of public administration's theory, methods, fields and praxis. It will provide an interdisciplinary approach, where critical analysis and decision-making are the key components. The main goal is to engage students in a journey of thinking critically about their role as engaged professionals in the communities where they live, work, and serve. This implies, unavoidably, the need for developing community engagement and, above all, leadership skills. More than 60% of the grade is based on the CEL components of the class (marked with * below).

The content is organized around **four main Learning Modules**, each with specific learning objectives. To achieve the learning objectives, analysis of the subject matters topics will be facilitated by combining instructor provided materials and feedback with individual writing and research assignments, group discussions, teamwork, and a hands-on semester-long project.

C. Course Communication: How we will stay in contact with each other

Because this is an online class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, we can keep the communication channels open:

Office Hours: We will not meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on MS Teams using this link: [insert link] on Wednesdays at 7 PM via Virtual MS Teams group meeting or by appointment

Email: marialp@utep.edu UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account. I will not/cannot respond to inquiries made with other emails. Please include PAD5302 or MAIS5360 in the subject line if you want/need a timely response. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

MS Teams chat messages: marialp@utep.edu - I am usually online but will be available for chatting and/or meetings in the evenings.

Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.

Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

D. Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. You can access the course through the My UTEP portal: **My.Utep.edu**. You will need to access with you UTEP' credentials and **you must use your UTEP email**. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader,

Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Website: Blackboard: [XL9M202210 \(MAIS-5360 CRN:17279\),\(PAD-5302 CRN:15012\)](#)

II. COURSE MATERIALS

A. Textbook and Mandatory Reading Material.

There will be no mandatory textbook. Each module will have mandatory and suggested readings to guide the discussions for the topics covered during the period. A list of reading materials will be provided at the beginning of each module.

B. Blackboard Content

Blackboard mini-lectures and supplemental material will be organized by Learning Modules. A new module will be available each month and will include the materials and assignments needed to achieve the learning objectives for the period.

C. Additional Materials

Additional readings may be assigned, based on the results and needs of the group. Each mini-lecture has a further reading and sources you may consult, if the topic is of particular interest. Most articles are available through the UTEP library databases.

III. COURSE ASSIGNMENTS AND GRADING (EVALUATION OF PERFORMANCE)

Because this is a graduate-level class, my expectation is that you participate actively in your learning process by researching, reading, writing, and discussing extensively. For this reason, a large part of your final grade is based on your continuous and engaged participation, especially as reflected through your discussion on the BlackBoard DB.

Each of the activities/assignments has been carefully designed as a learning experience in the belief that knowledge is **actively and individual constructed** by the learner. The combination of activities has been designed emphasizing the highly "collaborative nature of learning" and the understanding that knowledge develops as a result of social interactions and processes⁴.

Many of the activities are graded as completed/partially completed/not completed If you do the work -all of it- on time, if your participation is meaningful, if you are reflecting critically about what you read before posting, you will earn the points.

⁴ If you are interested in this topic, you can read Powell and Kalina 2009 "Cognitive and Social Constructivism" **Education** Vol 130 No. 2

A. Grade Distribution:

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

• 70 points: Discussion Board Participations
○ Module Topic DB 16 pts
○ Wiki DB 8 pts
○ Article Review DB 15 pts
○ Project DB: 20 pts
○ Final Topic DB 6 pts
○ Final Project DB: 5 pts
• 8 Points: Class Wiki
• 12 Points: Individual Project Blogs
• 10 Points: Final Team Project Report

The Blackboard grade book will show you how many points you can earn for an assignment and how many points you actually earn. If, for some reason, you initially did not earn all the points, I will explain why in the feedback section of the assignment on Blackboard. If you redo the assignment based on the feedback provided, you might be able to earn back the missing points. Once a final deadline has been determined, however, no more points will be earned for a given activity.

B. Types of Assignments

1. The Discussion Boards (DB)

They are considered a tool to stimulate interpersonal interaction and are meant to offer a platform that can replicate the graduate level discussion that would take place in a face-to-face course. It will also provide a space to receive feedback on your individual projects. There will be several areas of discussion:

- a) **Module Topic DB.** These are forums organized by topics for peer reflection and guided discussion on key issues.
 - Each student must make an initial personal reflection entry of at least 200 words.
 - Each student should make a substantive comment (100 words) on at least two of his/her peers' entries.
- b) **Wiki DB** to discuss concepts and constructs from the Class Wiki
 - Each student should make a substantive comment/feedback (50 words) on the entry of at least two peers per module. (Min 100 words total). Detailed instructions will be provided.
- c) ***Article Review DB** to post Journal Article review summaries and comment on the Journal Articles of your Peers
 - Each student will select one journal article per module, as a source for the team's final project. The journal article reviews require writing a critical summary and a reflection to share with your peers. These 300 to 7400-word posts will use the format of a journal article review. Each student should make a substantive comment/feedback (100 words) on at least one of his/her peer's journal review entries.
- d) ***Project DB** to present the **final project developments and final deliverable** and to provide feedback on Peer Projects Blogs.
 - Students should enter a summary and a reflection of their project activities for the period. (Min 200 words using guiding questions.)
 - Each student should make a substantive comment/feedback (100 words) on at least two of his/her peer's Project Blog entry.

2. Wikis

These are collaborate platforms to share data and information with the group that helps you understand better the course materials. The **Class Wiki** will be used to post and share key terms and constructs you, as students, encounter during your readings and research. It is meant to facilitate the building of a common language that will be used in the discussions (DB).

- Each student should make at least one entry per Module in the Wiki section
- Each student should comment on the contents of the month's class Wiki in the **Wiki DB section**.

3. * Individual Blogs reflecting on developments of the team's Final Project.

Each one of you will provide periodic updates and summaries that will serve as the building blocks for your team's **final project**. The blog will allow each of you to share data, concerns, problems, questions, solutions, sources, etc. about your project, while receiving feedback from your peers. Blog and feedback will help you write your final paper for the course.

- Each student should report progress on the final project in the **Blog section**,.
- Additionally, each student should make a substantive comment/feedback on at least two of his/her peer's In the **Project DB section**.

4. *Final Team Project

This will be a team effort with both individual and group responsibilities and deliverables. You should start to think of a project and a group of stakeholders you would like to work with for your final project. This should be defined by the first week of September, at the latest. Each student is required to

- a) Team up with one or two (max) classmates.
- b) Select and work with a group of nongovernmental community stakeholders. They can be urban, rural, local regional, state, national, or international. (Your choice will determine your role in the project.)
- c) Determine the area(s) level, and type of public service you will address
- d) Determine the area(s) of service you will address
- e) Select one of the tools in the course toolkit to apply for the final project

There will be three components to the final project:

- 1) ***Deliverable product***. Based on a diagnostic discussed with stakeholders, generate a product that can be offered to the stakeholders in question. Detailed instructions will be provided. (**Team project**)
- 2) ***Written Project Report***. Generate a formal, scholarly report that explains how the product you selected and developed incorporates the key elements and topics reviewed during the course. The report should also provide a critical analysis of the engagement experience and explain how the stakeholders proposed to utilize the product offered. Detailed instructions, guidance and feedback will be provided during each Module. Please plan to upload a word document; I will be using Safe Assign to check for plagiarism. Length should be between four and five pages. References do not count as part of the page limitation and should include organizational and scholarly sources. (**team project**)
- 3) ***Discussion Board entries of the Final Project deliverable. (individual assignment)***
 - **Each student** should enter a summary and a reflection of their final project deliverable (min 400 words) in the Project DB
 - **Each student** should make a substantive comment/feedback (100 words) on at least two peer's Project DB entries.

There are two, non-graded but important activities that you are encouraged to use:

5. Person Journal:

The personal journal, which I will monitor, is a place for you to reflect and write about your person journey of learning and acquisition of knowledge. What are you learning, what choices are you making, what questions are you asking yourself and how are you making decisions about your future career path?

6. FAQ. (Frequently asked questions)

There is a section for on Blackboard. Here you can exchange information, tips, links, and findings on topics or terms selected by you and your peers. You can also ask me questions that you think would be of common interest. If I think that a question posed to me individually should be posted there, I will do so.

C. Summary Table: Evaluation of Performance

Type of Assignment	Subtype	Points	Type of Credit CEL
21 Discussion Boards:	8 Module Topic DB = 16	8*2=16pts	
	4 Wiki DB	4*2= 8pts	
	*3 Article Review DB	3*5=15pts*	
	*4 Project DB (from blogs)	4*5=20pts*	
	1 Final Module DB	1*6= 6pts	*CEL 8x3 + 5 = 40
	*1 Final Project DB	1*5= 5pts*	Other 13x2 + 6= 30
			70pts
4 Class Wikis		4x2 =8pts	Other = 8
4 Individual Project Blogs		4x3 = 12	*CEL 4x3 = 12
Final Project Team Report		1*10=10pts	*CEL = 10
Total		100	*CEL = 62 pts Other = 38 pts 100 pts

IV. CLASS CALENDAR/SCHEDULE

Module contents will open on Mondays and remain open until mid-November. Due dates will be listed in the Instructions/Roadmaps area of each Module, but they are usually are at the end of the week or mid-wed after the Module ends. Please check Announcements on your Blackboard site frequently for updates and changes. Instructor reserves the right to adjust the course schedule as needed. **Final Projects are due end of November and they have several components (see description). There are no date extensions for the final project.**

A. Month by Month Overview of Topics and Assignments by Module (Tentative)

DATES	MODULE	ASSIGNMENTS
AUGUST	MODULE 1: PUBLIC SERVICE AS A PROFESSIONAL CAREER	
08-23/09-03 Week 1 Week 2	<ul style="list-style-type: none"> Applied Social Sciences Politics and Public Administration Basic Constructs. An Introduction 	<ul style="list-style-type: none"> Day 1 Reading and Assignments Module 1 Topic Readings 2 Module Topic DB 2 Wiki entry; 1 Wiki DB 1 Project Blog; 1 Project DB
SEPTEMBER	MODULE 2: THE FOUNDATIONS OF PUBLIC SERVICE	
09-06/10/-01 Week 3 Week 4 Week 5 Week 6	<ul style="list-style-type: none"> Legal Foundations: Enabling Legislation: Constitutional and Administrative Law. Political Foundations: Democracy: Civil Liberties and Civil Rights The Type of Government: Federalism and Intergovernmental Relationships The Morality of Power: Administrative Ethics & Business Social Responsibility 	<ul style="list-style-type: none"> Module 2 Topic Readings 2 Module Topic DB 2 Wiki entry; 1 Wiki DB 1 Project Blog; 1 Project DB 1 Article Review DB

DATES	MODULE	ASSIGNMENTS
OCTOBER	MODULE 3: THE PURPOSE OF PUBLIC SERVICE	
10-04/10-29 Week 7 Week 8 Week 9 Week 10	<ul style="list-style-type: none"> The Sectors of Society: Stakeholders and Actors Government (Public Administration), Nonprofits, NGOs and Private Organizations Advocacy and Agenda Setting: Political and Civic Leadership Policy and Decision-making Public Service Delivery and Implementation 	<ul style="list-style-type: none"> Module 3 Topic Readings 2 Module Topic DB 2 Wiki entry; 1 Wiki DB 1 Project Blog; 1 Project DB 1 Article Review DB
NOVEMBER	MODULE 4: THE OBJECTS OF PUBLIC SERVICE AND ACTION: FIELDS OF PROFESSIONAL SPECIALIZATION	
11-01/11-26 Week 11 Week 12 Week 13 Week 14 (TG)	<ul style="list-style-type: none"> Human Resources Finance/Budgeting Community and/or Economic Development Public Utilities, Services & Goods 	<ul style="list-style-type: none"> Module 3 Topic Readings 2 Module Topic DB 2 Wiki entry; 1 Wiki DB 1 Project Blog; 1 Project DB 1 Article Review DB
DECEMBER	FINAL PROJECT ASSIGNMENTS	
11-29/12-10 Week 15-16		<ul style="list-style-type: none"> Final Module Topic DB Final Written Report Final Project DB

B. Important Official Dates for Term

<i>Event</i>	<i>Date</i>	<i>Notes</i>
Start date	8/23/2021	Class is open to students in Blackboard
Labor Day	9/6/2021	University closed
Census date	9/8/2021	Deadline to drop a class without any penalty
Auto W	10/29/2021	Last day to drop/withdraw with a "W"
Thanksgiving	11/25-26	University closed
End date	12/2/2021	Last day of classes
Final exams	12/6-10 2021	Final exams must be completed/closed
Instructor post grades	12/15/2021	Instructor to post grades in Goldmine
Student's view grades	12/16/2021	Final grades visible to students in Goldmine

V. POLICIES AND EXPECTATIONS

As a student at UTEP, you must follow University policies regarding the American Disabilities Act, Online Student Behavior and Copyright and Fair Use. Please read them below and contact a Student Success Advisor if you have questions

A. University-wide Policies

1. Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access 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.

- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

2. Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

3. Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities. The University provides equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

If you have or believe you have a disability requiring accommodations and/or modifications, you may wish to contact the [UTEP Center for Accommodations and Support Services \(CASS\)](#) to show documentation of a disability or to register for testing and services. Students requesting an accommodation based on a disability must register with the CASS. Contact CASS at P 915-747-5148 F: (915) 747-8712., CASS office in Room 106 East Union Building. P.O. Box 609, El Paso, Texas 79968-0609 email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#). Students who have been designated as disabled must reactivate their standing with the CASS yearly.

4. Covid-19 Precaution Statement

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear facemasks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

5. Scholastic Integrity

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own original efforts.

Any act of academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty is an assault upon the basic integrity and meaning of a University. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the **UTEP Handbook of Operating Procedures**. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. It also includes copying one's own work without properly citing it. You cannot "reuse" work done for another class (yes, you can plagiarize yourself). Collusion involves collaborating with another person to commit any academically dishonest act. Cheating, plagiarism, and collusion in dishonest activities are serious acts that erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to attribute sources properly rather than paraphrase.

You may use any citation style, but you must cite correctly and you must be consistent.

If you have questions or doubts, ask your instructors.

B. Course Policies: What Do You Need To Do To Be Successful In the Course

1. Attendance and Participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the modules

These activities are designed to contribute to your learning. If you fall behind, please contact me and make every effort to catch up. Assignments will remain open until mid-November.

2. MS Teams, Blackboard Collaborate or Zoom Sessions

This class requires that you participate in at least one meeting with your team and the instructor (me) to discuss the final project. Blackboard Collaborate sessions. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. We will discuss later how to set up these meetings with me.

3. Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

4. Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I reserve the right to drop you from the course. If so, I will provide 24 hours advance notice via email.

However, it is not my responsibility to do so. If I do not drop you from the course and if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

If you drop before the UTEP drop deadline, you will receive a "W." If you drop after the deadline, you may receive an "F" unless you have talked to me and provided a clear explanation. Not participating in group discussions, and/or not turning in class assignments for 2 or more consecutive weeks without contacting me with an explanation can be considered a tacit drop of the class. You have to talk to me to clarify circumstances.

5. Incomplete Grade Policy

Incomplete grades may be requested in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

6. Netiquette and Civility: Student Online Behavior

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

Netiquette is the correct or acceptable way of communicating on the Internet. Civility is the practice of politeness and courtesy in behavior or speech. Both are important for the success of our discussions and our course. Some guiding principles include:

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.
- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Always remember that your peers and the instructor will be reading your posts.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.

- 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.
- Do not use inappropriate language. 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.
- Do not dominate any discussion.
- Never make fun of someone's ability to read or write.
- Use simple English.
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Be aware of the College's Academic Honesty Policy.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.
- Do not write in all caps.
- Do not use "text talk"