

**2750-01 American Sign Language I**

Harding University

College of Allied Health

3 Credit Hours

Class Meetings Times – T/TR 4:00-5:15

Swaid 214

**Instructor: Shelby A. Fortenberry, NAD IV, Reg. LASC, Adjunct Instructor**

**Phone (office): 318.680.3054 Semester/Term: Fall 2025 Office Hours: Remote by appointment Email: sfortenberry@harding.edu**

**Course Information**

**Course Description**

An elementary course in American Sign Language (ASL) using a natural approach to introduce culturally appropriate signed concepts related to the immediate environment. Included development of appropriate linguistic/cultural behaviors and awareness of/respect for Deaf Culture.

**Prerequisites**

None

**Course Rationale**

American Sign Language (ASL) serves as the primary means of communication for Deaf individuals in the United States and certain areas of Canada. Students will explore the rich history of Deaf culture, its values, and social norms, all of which are vital to the Deaf community. Recognizing that language is intertwined with culture, ASL students are encouraged to appreciate and respect Deaf culture as they cultivate a deeper awareness and understanding of the language used by the Deaf. This course will build a strong foundation in American Sign Language and Deaf culture through an immersive, visual approach that emphasizes real-world communication and cultural understanding. Students develop basic receptive and expressive skills, learn essential vocabulary and grammar, and practice conversational strategies within the contexts of introductions, academics, family, and community life. Each unit integrates cultural insights, such as Deaf communication norms, accessibility in education, family dynamics, and Deaf-friendly practices, ensuring that learners not only gain language proficiency but also the cultural competence needed to interact respectfully and effectively with members of the Deaf community.

**Course Materials - All are required resources:**

**1)** Purple Moontower. (2021). ***TRUE+WAY ASL Student eWorkbook Units 1-4* (3rd Edition)**.

**\*** (Please *purchase the* ***printed textbook version*** via the Harding bookstore, even though it is

the eWorkbook curriculum for this course.) You can obtain your access code

through the Harding University bookstore and then pick up your code in person at the

bookstore. Please complete your TWA installation and registration process in Canvas and

have your TWA e-book available on your laptops no later than the first day of class. Retain

your receipt and access code.

**2)** $50 - SignOn student subscription via <http://signonconnect.com/>, a private platform that provides personalized one-on-one virtual learning interactions with certified ASL Deaf mentors. Your requirement includes a subscription to 2 (two) 30-minute sessions as shown via <http://signonconnect.com/pricing/>. Students should submit their payment receipts to csd@harding.edu to be reimbursed for their membership fees. **Students must obtain a subscription by September 27th**.

**3)** Laptop or tablet+webcam with internet access (not a cell phone)

**4)** Access to the social media platforms - YouTube, FB, IG

5) Earpiece or AirPods - headphones are not permitted in class.

**Course Communication Protocols**

Canvas Announcements and Zoom classroom meeting times serve as the primary communication tool between instructors and students in the class. Effective communication is essential, so please check these announcements regularly. Individual correspondence between the instructor and students is conducted through Harding email accounts. Students can expect a reply within 24 hours during the week. For emails sent over the weekend, a response will be provided by the end of the business day on Monday. If you require an immediate response, you may text the instructor's cell phone. *However, students should weigh heavily before choosing to text the instructor.*

**Netiquette**

Students are expected to be seated and logged into Zoom at the start of class, prepared to begin promptly. Each individual should strive to emulate Christ, honoring Him through their words and actions, while demonstrating respect and professionalism toward both the professor and classmates. All electronic devices must be turned off or set to silent mode during class sessions; \*headphones are strictly prohibited.\* It is important to regularly bring laptop computers or tablets, as quizzes and other activities may require internet access. ASL relies on visual language, so students must remain attentive and engaged with the communication occurring in class. Wearing hats is not permitted. Students should refrain from attempting to “multi-task” on their computers; engaging in activities such as “surfing” the internet or working on other assignments will be considered an unexcused absence. To be fully engaged in class, it is essential to be present. Eating and chewing gum are not allowed during class. All conversations must be communicated verbally or through sign language. Any student who fails to adhere to the expected standards of classroom behavior will be asked to leave.

**Class Netiquette**

All participants are encouraged to treat one another with respect while engaging in discussions and contributions that foster curiosity, knowledge, awareness, and appreciation for the linguistic complexity of American Sign Language (ASL) and the diverse experiences and culture inherent to the Deaf and hard-of-hearing communities. General exploratory questions are highly encouraged. Students are empowered to become resilient learners; therefore, it is essential for them to feel comfortable and confident practicing ASL with one another, as well as expressing and discussing their thoughts, ideas, and opinions without fear of insults, rejection, judgment, or inappropriate behaviors within the classroom and discussion forums.

**University Mission Statement**

With Christ as Lord, Harding University transforms learners for global impact by engaging minds and nurturing faith within a deeply connected community.

**Department Mission Statement**

Our program excels in developing highly skilled and professional graduates who are ready to impact their local and global communities by improving the lives of those they serve. Christian faculty and staff are invested in providing an unparalleled experience utilizing a comprehensive curriculum, contemporary technology, and state-of-the-art facilities to engage students in reaching their full potential, both educationally and spiritually. As a result, our students exemplify ethical leadership, critical thinking, and interprofessional collaboration to support top of the license practice.

**Integration of Faith and Learning Statement**

I am deeply honored to walk alongside you as we learn and grow in our understanding of the Deaf community and their language. It is a privilege to help you develop the skills to connect with God’s people through both language and culture, recognizing the beauty and value each person brings to the Body of Christ. My goal is to guide you toward greater knowledge, appreciation, and effective communication in ASL while sharing my personal and professional experiences to enrich your journey. Together, we will strive to ensure that every step of this learning process reflects God’s love and brings glory to His name. The best is yet to come! *“And God is able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work.” 2 Cor. 9:8*

Additionally, please be aware that ASL tutoring is available through the Academic Student

Services. You are encouraged to reach out to them any time for tutoring or practice! Contact Darla

Phillips, Director of Academic Resources at STU 236H. Phone 501-279-5929 / Email

[**dphillips@harding.edu**](mailto:dphillips@harding.edu)

**Learning Objectives**

**Liberal Arts Learning Outcomes**

1. Students will delve into and learn how to share God’s word in semantically and conceptually accurate American Sign Language (ASL) syntax.

2. Students will pursue and advocate for truth.

3. Students will apply cultural skills and knowledge to communicate in ASL with precision and clarity.

4. Students will draw on their understanding of concepts and examples from videos and hands-on interactions in the Deaf community to critically evaluate essential questions of the human experience.

**ASL I 2750 contributes to the following Program Learning Outcomes (PLOs)**

1) Develop basic expressive and receptive ASL skills while applying a Christian worldview and ethical communication practices.

2) Connect language learning to service, advocacy, and community engagement with the Deaf community.

3) Communicate effectively using ASL with its language rules, demonstrating respect and cultural awareness.

4) Strengthen problem-solving and collaboration skills in cross-cultural contexts.

**Course Learning Objectives (CLOs)**

Upon completion of this course, you will be able to:

**1) Vocabulary Development**

a. Recognize and produce vocabulary items in each unit.

b. Demonstrate comprehensive mastery of targeted vocabulary words learned from class items, lectures, and videos.

**2) Grammatical Features**

a. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.

b. Identify grammatical features within short dialogues in ASL directed by the instructor.

**3) Conversational and Communication Skills**

a. Demonstrate comprehension and conversation-facilitating behaviors.

b. Demonstrate comprehension and production of regulating behaviors (i.e., attention-getting techniques, turn-taking signals, and others)

c. Comprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the instructor.

d. Demonstrate the ability to create, conduct, and terminate a short content-specific conversation.

**4) Cultural Awareness**

a. Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and their history.

b. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures

**Grading and Assignment Details**

**Grading Information**

Assessment of the knowledge, skills, and proficiency of each student for the purpose of assigning a letter grade at the completion of this course will be based on the following course components:

Your comprehension and production skills will be evaluated regularly throughout the course in different ways, including the following assignments:

* \*TWA Enrollment\* = 1 pt.
* Attendance/Participation = 100 pts.
* Worksheets = 216 pts.

-Units 1 &2, 3 & 4 ASL/SignOn Conversation =20 pts.

* Conversation Starters = 45 pts.

-Units 1-4 Translation = 40 pts.

* Snap Shot Quizzes = 136 pts.
* Comprehension Quizzes = 42 pts.

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* Unit Comprehension Tests (taken in the HU Testing Lab) = 240 pts.
* Unit Video Production Tests (submitted online) = 160 pts.

To receive full credit, each paper submission must include all of the following:

• Your name + course information (ASL I, day, time, name of instructor)

• Assignment title

• All papers must be typed, not handwritten.

• Please submit PDF-formatted papers to Canvas, where your grades can be streamlined into SpeedGrader. (Do not submit any papers to me via email.)

**Production Video -** Please be advised that for any paper submissions accompanying your ASL Video Production test, handwritten notes will **not** be accepted. You must record your video in a quiet and secure environment, free from distractions. No one should be present in the room during the recording session. The video quality should be optimal, with sufficient lighting to ensure that your hands are visible throughout the duration of the video. Submissions that do not adhere to these standards will not be evaluated. You are responsible for adequately preparing **and** rehearsing your production in advance. Furthermore, the length of your video must be a minimum of 2 minutes and a maximum of 2.5 minutes. This includes timing your presentation beforehand and adherence to the video recording etiquette guide within the True+Way ASL curriculum.

**SignOn Lab/Tutoring Assignments:** You will be given an opportunity to complete two 30-minute sessions for ASL lab and tutoring via SignOn. Each session will be worth 20 points. These assigned sessions will be announced during class and posted in Canvas. To receive full credit for those sessions, you will submit your videos with a link to me via email at [sfortenberry@harding.edu](mailto:sfortenberry@harding.edu) from your SignOn dashboard and complete a 25-30 minute session each time.

**Other grading assignments:** Component details of this course may include, but are not limited to, the following: exams, mid-term, quizzes, current events, projects, reaction papers, presentations, and class participation.

**Testing Lab**

As listed in the course schedule within this syllabus, all Unit Comprehension tests for the semester will be scheduled at the Testing Lab. Please read the testing lab policies at [**Testing Lab Policies**](https://docs.google.com/document/d/11qSxS9kpuRBmqVjXLxG1XSNdwOuMoMFDebq1sgqp7Tw/edit?usp=sharing), which is also available within Pipeline at the Testing Lab link, where you are responsible for scheduling your Testing Lab appointments.

Grade schedule: **A**- 90-100

**B**- 80-89

**C**- 70-79

**D**- 60-69

**F**- less than 60

**Late work policy**

Late submissions are not accepted, except in exceptional circumstances evaluated on a case-by-case basis. Students should work ahead and check the Canvas assignments or Course Assignment Agenda for due dates, which follow Central Standard Time. Early submissions within one week of the due date are allowed. Late assignments incur a 20% penalty, with an additional 20% for each day beyond the deadline. If extenuating circumstances arise, students must notify the instructor as soon as possible; extensions are at the instructor's discretion and not guaranteed.

**Course Assignment Details**

Refer to the Course Schedule (PDF) in the Course Module

**Course Requirements- (must be completed to earn credit in this course):**

1. Weekly assignments: Snapshot videos and Conversation Starters

2. ASL Group Discussions in ASL, Quizzes, Midterm,

3. 4 - Unit Comprehension Tests (Testing Lab)

4. 4 - Unit Video Production Tests (submitted online)

4. 2 - ASL Lab/tutoring session (Unit 1&2, Unit 3&4, submitted online)

**Attendance & Participation**

Please refer to the previously mentioned guidelines in the Nettique, Classroom Nettique, and Late Work Policy. Student participation may include, but is not limited to, attendance, attentiveness, responsiveness, and respectfulness toward the professor and other classmates.

**Class attendance**

SWAID 214 is the designated classroom space where all students are expected to log into the Zoom account (PDF format provided in your Course Module), along with signing into Qwickly Attendance. **Students must attend every class in SWAID 214.** Students must check into Qwickly from class. Each day, students must check in their attendance using a code. They have a 5-minute window to do this. Due to the pace of coursework and material, attendance should be minimized. A total of 2 unexcused absences for the semester. Unexcused absences following 2nd absence will prompt an email from the instructor and automatically result in a three-point deduction per absence from the final course grade. The 7th unexcused absence and beyond, students will be assigned a grade of “withdrawn failing, WF) which will result in an automatic failure for this course. For accepted excused absences, students must provide to the instructor by email on a letterhead from the Provost, a health care professional (HU clinic accepted), or another professor. Students are permitted to take 1 “Ferris Bueller Day” ( FBD) without penalty during the semester. Students must inform the instructor before the class before taking a FBD. Students are expected to take full responsibility for completing class assignments as well as any necessary makeup work, regardless of whether the absence was excused or unexcused.

**Tardy Policy**

Students who arrive more than ten minutes late to class will be marked absent. Tardiness disrupts the learning environment and creates distractions for fellow classmates. Should there be any extenuating circumstances that may affect punctuality, it is imperative that students inform the professor in advance of their anticipated lateness.

**Use of Cell Phones/Electronics/Texts**

Cell Phones / Electronics / Texts: There is a zero-tolerance policy for cell phone usage and

any electronics during class. Please turn them off or put them in silent mode, and put them away out of sight and out of reach until class is dismissed. Not only is this distracting for the class, but it is also inconsiderate and disrespectful. Such distractions cause a diversion of the eyes (which represent the ears for Deaf signers) and are equivalent to unattentiveness during an American Sign Language course. An attitude of courtesy and respect needs to be given to the highly complex visual-spatial language. If this classroom netiquette policy is disregarded, then **an automatic unexcused absence will be issued for the day.**

Attendance policy: [Academic Policies - Harding University - Acalog ACMS™](https://catalog128.harding.edu/content.php?catoid=49&navoid=4709#attendance)

**Technology Details**

**Technology Requirements**

TRUE+WAY ASL (TWA) is a digital textbook that is built into an LMS-based course, ready for teachers to use to teach their students American Sign Language (ASL).

**Operating Systems**

- Windows 10

- MacOS 10.13 and higher

- Chrome OS (on Chromebooks)

**Supported Browsers**

- Edge 80 and higher

- Chrome 80 and higher

- Safari (not recommended for Canvas Instructure LMS)

Internet Explorer is not supported

**Internet Requirements**

High-speed internet connection

Javascript

**Software Requirements**

- Canvas or Brightspace D2L LMS with support for .imscc (IMS Common Cartridge) files

- Embedded Google Docs managed by truewayasl.com domain.

If the embedded Google Docs display “you need permission…”, your IT administrator may need to add the domain to your school’s allowlist. See [this page for instructions](https://apps.google.com/supportwidget/articlehome?hl=en&article_url=https%3A%2F%2Fsupport.google.com%2Fa%2Fanswer%2F6160020%3Fhl%3Den&assistant_id=generic-unu&product_context=6160020&product_name=UnuFlow&trigger_context=a&fragment=zippy%3D%2Cadd-a-trusted-domain-to-your-allowlist&fragment=zippy%3D%2Cadd-a-trusted-domain-to-your-allowlist) at Google Workspace Help

- In Teachers’ Resources (for teachers only):

Google Suites: Google Docs and Google Slides

Dropbox.com: PDFs and Microsoft Office PowerPoint slides

- Videos are hosted by \*.sproutvideo.com

- Please ensure your firewall will work with @truewayasl.com and \*.truewayasl.com

**Security/Registration**

- TWA uses HTTPS, which utilizes the Secure Socket Layer to encrypt data in all web traffic sent to and received from end users.

- For student registration, IMS Global Certified LTI 1.1 or 1.3 is used to unlock access to the TWA digital textbook.

**Videos**

TWA uses Sprout Video servers to store and play videos. There are approximately 20,000 videos, each averaging 1 minute in length. TRUE+WAY ASL films and uploads at 1080p, but all videos can play at 240p through 1080p.

In addition, Sprout Video servers also auto-detect Internet speeds and changes the video resolution to fit accordingly. The video resolution can be manually adjusted by clicking on the “wheel” and choosing the preferred speed. The speed options on Sprout Video range from 0.25 to 2 times the normal speed. If you’re having trouble, please check here: https://speed-test.sproutvideo.com/

**Accessibility**

TWA adheres to WCAG 2.1 guidelines.

For best performance, TRUE+WAY ASL products should be used on the current or previous major releases of Chrome, Firefox, or Edge browsers. Safari browser is not recommended.

TRUE+WAY ASL products run on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

**Having issues?**

Often, turning off and on the device makes a difference.

Also, test using a different browser to see if you get a similar (or different) result.

TRUE+WAY ASL also highly recommends clicking on this link [https://check.nwea.org/](http://check.newa.org) before any high-stakes testing. This ensures the device and network are working properly.

For more detailed information regarding Canvas platforms in general, [click here](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Instructure/ta-p/66). Clicking on that link will also bring you to a page telling you if your browser is up to date. Do check it out and ensure your browser is up to date!

**Technical Support**

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: [E-Learning Web Address](https://www.harding.edu/ist/elm)

For Canvas assistance, search [Canvas Guides](https://guides.instructure.com/m/4212).

**Technical Skills**

The following foundational skills are expected of all students who access Canvas. This list

represents a minimum expectation of your ability to function effectively in a technical

Environment.

1. Access Harding’s Canvas and navigate the course content

2. Written communication skills, email, attachments, uploading, and downloading Capabilities

3. Online etiquette (netiquette), including privacy and security awareness

4. How to change browser / refresh a page / other basic computer tasks

5. Navigate the Internet for scholarly research

6. Utilize basic software/app programs needed for word processing, data analysis, and presentations

**Learning Management System**

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email

confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed using [Harding’s Canvas Login](https://harding.instructure.com/). For additional information relating to Canvas, including tutorials and supported web browsers, please visit [Harding’s IST Canvas page](https://www.harding.edu/ist/elm/canvas) or [Instructure Canvas Help Center.](https://www.instructure.com/products/canvas/support-faq)

Click here for [Instructure Canvas Accessibility](https://www.instructure.com/products/canvas/accessibility) and [Privacy Policies.](https://www.instructure.com/policies/privacy)

**Policies and Procedures**

**University Policies**

**University Assessment (required)**

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes, used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the University Director of Assessment used to spur continuous improvement of teaching and learning.

**Students with Disabilities Accommodations (required)**

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g., physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Office of Disability Services and Educational Access *as soon as possible* in order to get academic accommodations in place for the remainder of the semester. The Office of Disability Services and Educational Access is located in Room 226 in the Student Center, telephone (501) 279-4019.

**Academic Integrity Policy**

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Director of Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

**Course Academic Conduct**

All acts of dishonesty in any academic work constitute academic misconduct. As a student of Harding University, you should avoid all cases that will be construed as academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information, or study aids in any academic exercise.

2. *Plagiarism*: Representing the words, ideas, or data of another as your own in any academic exercise.

3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.

4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.

5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in any [Harding University student handbooks](https://www.harding.edu/assets/www/student-life/pdf/student_handbook.pdf) as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.

6. *Respect*: Students are expected to respect other classmates' opinions and ideas at all times.

**Generative use of any AI technologies, such as ChatGPT**

The use of generative AI tools is not permitted for any assigned work in this class and constitutes a violation of Harding’s Academic Integrity Policy. Please be responsible and ethical in your coursework, and please submit your writing.

**Course Recordings**

Canvas content and class recordings (e.g., Echo360) are protected by copyright. Without written permission from the instructor, content (written, audio, video) may not be downloaded or shared with anyone. Most content and recordings will indicate copyright by the symbol ©. However, a symbol is not required to protect copyrights, so unless you have permission to download or share recordings or content, you should not do so. Doing so violates Academic Integrity Policies and may result in disciplinary actions.

**Writing Standards - Referencing Information**

As the accepted writing style of business, psychology, education, and social science programs across the globe, the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for this course. Learning to conduct scholarly research is a natural part of academic work and will help you succeed at Harding University. Conducting scholarly, professional, and industry research is required for this course.

If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards. It is also important that you show how these references assisted your academic work; so make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct. Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn’t your words, ideas, or thoughts, it is someone else’s and needs to be cited.

● [APA Resources](https://apastyle.apa.org/)

● [Purdue Online Writing Lab](https://owl.purdue.edu/)

The Harding University Writing Center is also available to provide help with planning, writing, organizing, or revising an essay, as well as with using MLA, Chicago, or APA formats. You can schedule an appointment with the Writing Center at harding.mywconline.com or ask questions via email at HardingUniversityWritingCenter@gmail.com.

**Academic Grievance Policy**

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance.

The student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression. In cases of both course grade and academic progression appeals, students are encouraged to first engage the involved faculty member in a good-faith discussion (in person or via telephone or email) as the first step in resolving any concerns. If resolution is not achieved, a student may submit a written academic grievance by following [the policy set forth in the Harding University catalog](https://catalog.harding.edu/content.php?catoid=46&navoid=3667). All students should be familiar with this policy.

**Time Management Expectations**

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem-solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend nine hours per week over the course of the semester dedicated to the course.

**Inclement Weather**

If inclement weather prohibits your participation in any element of this course, prompt communication with the instructor is expected. Each student’s personal safety is my primary concern. We will handle any instances that arise on a case-by-case basis. In any unforeseen event of any emergency cancellation of classes due to inclement weather, a recorded class lecture with presentation will be uploaded on Echo360. It is the student’s responsibility to view the recorded material. Students are expected to adhere to the course schedule throughout the semester, regardless of any class cancellations due to inclement weather.

**Academic Support Services**

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

[● Library](https://library.harding.edu/index)

[● Testing](https://www.harding.edu/testing)

[● Tutoring](https://www.harding.edu/academics/university-college/arc)

[● Writing Center](https://www.harding.edu/academics/colleges-departments/arts-humanities/english/writing-lab)

**Student Support Services**

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may be useful to students (some services may not be applicable for graduate or professional students):

● [Advising](https://catalog.harding.edu/index.php?catoid=46) ● [Counseling](https://www.harding.edu/student-life/counseling-center)

● [Registration](https://www.harding.edu/registrar/registration) ● [Student Life](https://www.harding.edu/student-life)

● [Financial Aid](https://www.harding.edu/finaid)

● [Career Services](https://www.harding.edu/academics/university-college/career)

**Course Policies for online classes**

**Canvas or Internet Outage Policy**

As a (potential online) learner, you must be able to manage technical difficulties such as power outages, connection problems, and other technical issues. Technology will sometimes fail. For this reason, it is advisable to complete your assigned work prior to the due date.

**Instructor**

If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of distributing online assignments, grading assignments, or significantly interfere with communicating with students, adjustments to due dates will be made.

**Student**

If you experience a power outage, Internet service outage, LMS (Canvas), or other technical issues, nonetheless, you are responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student’s access to a working computer or reliable Internet service. Internet outages or having computer issues are not an excuse for late work. A backup plan for reliable Internet service and working computers is prudent.

**Testing Issues**

If you experience issues with an Internet connection, power outage, computer, or LMS (Canvas) and are unable to complete or submit a test, do not panic. Your first step is to contact me as your instructor, and I will provide you with instructions on how to proceed. You may also report a problem to the E-learning help desk (501-279-5201). Response time is dependent on the time of day. The E-learning help desk is manned Monday through Friday from 8:00 am – 5:00 pm.

**Changes to Syllabus Notice**

The instructor reserves the right to modify and update any part of the syllabus where necessary. You can expect that these changes will be for your perceived benefit and will be communicated in Canvas. It is your responsibility to stay up to date with any changes communicated by the professor.

**Course Agenda**

Refer to the Course Module for the Course Agenda (PDF).