

**CSD 2770-01 American Sign Language II**

Harding University

College of Allied Health

3 Credit Hours

Class Meetings Times – T/TR 11:30 – 12:45

Swaid 214

**Instructor: Cynthia Cesone, Adjunct Professor Semester/Term: Fall 2025**

**Phone (office + voice mail): (301) 200-1665 Office Hours: Remote by appointment**

**Email:** [**ccesone@harding.edu**](mailto:ccesone@harding.edu)

**Course Information**

**Course Description**

A continuation of [**ASL 2750**](https://catalog.harding.edu/content.php?filter%5B27%5D=ASL&filter%5B29%5D=2770&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=904&search_database=Filter&filter%5Bexact_match%5D=1#tt642) in the development of receptive and expressive skills with increased complexity, building on the foundation previously learned by strengthening vocabulary and conceptual accuracy by highlighting the use of ASL grammar as it is used within the deaf community. Emphasis is placed on conveying meaning rather than individual signs during a conversation, targeting the whole rather than the parts of the message. Fingerspelling will be more in depth to increase fluency. This is a no-voice class.

**Prerequisites**

ASL 2750

**Course Rationale**

American Sign Language (ASL) is the language used by Deaf people in the United States and parts of Canada. This course will further examine ASL’s basic concepts which include unique grammatical features, syntax and structure. Students will be exposed to the richness of Deaf history, Deaf values, Deaf social norms and their importance to the Deaf community. Since a language cannot be separated from its culture, ASL students are encouraged to appreciate and respect the Deaf culture as they develop a deeper awareness and understanding of the language of the Deaf. This course focuses on vocabulary and sentences from the prerequisite of units 1-4 True+Way ASL (TWA) as well as the navigation of units 5-7 TWA. This course will examine tenses (past, present and future,) how one properly expresses time concepts, calendar events, life events, how one gets things done and the importance of explanations (Deaf Culture.) We will also explore ways that daily activities, opinions, ideas, hobbies, sports, recreation & exercise, foods and regional cuisines are discussed and expressed in ASL.

Within this course, the students’ knowledge, understanding and communication competencies of ASL will be expanded through vocabulary, grammar, culture awareness, and engagement in various conversational activities and in-class ASL Lab sessions. Lessons and concepts include, but are not limited to the following: time; calendar; rules for number signs; conceptually accurate sign productions and terms; non-manual markers consistent with time expressions; numeral incorporation in sign language; sign variations within different regions of the U.S.; semantics and conceptual accuracy of signs; calendar events, activities, and celebrations; daily errands; various degrees of activity signs; time-order sequence; reasons and excuses; frequency and continuity signs; daily activities; insights, skills, and experiences; hobbies and interests; sports and recreations; vacations; foods and drinks; fruits and vegetables; meats, poultry, and seafood; different types of restaurants, foods, and locations of cuisine foods and restaurants; recipe-related signs and ways to prepare different dishes; food measurements; and mixing, preparing, cooking, and baking.

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

**1)** **Due Tuesday, 8/19:** Purple Moontower. (2021). ***TRUE+WAY ASL Student eWorkbook Units 5-7* (3rd Edition)**.**\*** (Please *purchase the* ***printed textbook version*** via Harding bookstore even though it is actually 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-Workbook available on your laptops no later than the first day of class. Retain your receipt and access code.

**2)** **Due Monday, 8/25: GoReact** **\*** video software program + platform:Please purchase your student

subscription code from the Harding University Direct Access within Canvas and then proceed with your GoReact student subscription set up via the True+Way ASL (TWA) curriculum in Canvas. There is a module in the TWA curriculum entitled “True+Way ASL (TWA) Enrollment” which is where you can locate an assignment entitled “GoReact Roll Call”. If necessary, further information concerning the GoReact platform is available online at [GoReact.com](http://goreact.com) However, do not set up your subscription account through the external [GoReact.com](http://goreact.com) website. This procedure needs to be completed from within the TWA curriculum in Canvas after you have completed the installation and registration of your TWA e-Workbook.

**3) Due Monday, 9/15: SignOn** **student subscription** via <https://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 two 30-minute sessions for a total of $50, as shown via <https://signonconnect.com/pricing/>

**To process your subscription set up and receive full reimbursement for the SignOn subscription, please complete the following steps:**

1. Pay for your student subscription membership fees to SignOn for two 30-minute sessions.

2. Submit your payment receipts to **csd@harding.edu** in order to be reimbursed for your membership fees.

**4)** Laptop or tablet with internet access (not cell phone)

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

**\*** **Please note:** Completion of installation + registration for **both** True+Way ASL **and** GoReact is critical because both contribute to the final cumulative grades. Both are required at the very beginning of the semester to ensure streamlined grades maintained in SpeedGrader for all assignments, worksheets, quizzes, and tests as well as cumulative grades by the end of the semester. Otherwise, there will not be any cumulative final grades for any unregistered students. Grades will not be maintained manually.

**Course Communication Protocols**

I am here to help and support the continuation of my students’ ASL journey. Primarily, I will communicate through in-class announcements, Canvas announcements, and Harding e-mails (for groups or individual messages). Students are responsible for the disbursement of information (including attachments) through these sources. Please contact me directly via email at ccesone@harding.edu instead of via text messages or the comment box within an assignment. I will respond to emails within 24 to 48 hours during the week work days (8AM-5PM Central Time) Monday-Friday. Students are expected to check emails daily and, when applicable, timely responses are appreciated.

**Netiquette**

All students should be in their seats at the time class is scheduled to begin and logged into Qwickly Attendance. To be present, all students need to be entirely available, attentive and engaging. All conversation in class must be communicated, voiced or signed. Electronic devices should be turned off or set to silent mode and placed at a designated desk during class sessions. No headphones, caps / hats, and airpods are permitted in class. Gum chewing during class will not be permitted. ASL is a visual language replete with grammar conveyed through the hands, body, and face, so students must be attentive during class and remove all above-mentioned distractions. Laptop computers or tablets should be brought to class regularly as quizzes and other activities may involve internet connectivity; however, do not attempt to “multitask” while on your computer during class. If students are caught “surfing” or working on other assignments, then an automatic unexcused absence will be counted for the students’ disengagement during class. Each unexcused absence is an automatic 3-point deduction from the final course grade.

**Class Netiquette**

Everyone is encouraged to treat one another with respect while engaging and contributing in ways conducive to curiosity, knowledge, awareness and appreciation for the linguistic complexity of ASL and the distinctively diverse experiences and culture inherent to the Deaf and hard of hearing communities. General exploratory questions are strongly encouraged. Students are empowered to be resilient learners; hence, students need to feel comfortable and confident to practice ASL with one another and to express and discuss individual thoughts, ideas, and opinions without apprehension of any insults, rejections, judgements, 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 enthusiastic and honored to help you grow and accomplish greater knowledge, appreciation, and enhanced communication skills in American Sign Language. In an effort to share my native language and experiences with you, it is a joy and a privilege to provide my personal best to further enrich your journey, so that God will be glorified. May the Lord guide and bless us as we navigate together through this semester! *“Commit everything you do to the Lord. Trust Him, and He will help you.”* – Psalms 37:5

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 2770 contributes to the following Program Learning Outcomes (PLOs):**

1) Communicate effectively in written, signed, and non-verbal forms, including discipline-specific documentation, and collaboration with team members.

2) Discuss general implications that language deprivation may have on one’s life.

3) Demonstrate sensitivity and understanding of cultural and linguistic diversity by comparing/contrasting communication modalities vs communication disorders and through interactive engagements with Deaf and hard of hearing people at neighbouring venues and events.

**Course Learning Objectives (CLOs)**

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

*1.* ***Vocabulary Development***

a. Recognize and produce vocabulary items in each unit.

b. Demonstrate comprehensive mastery of targeted vocabulary words drawn

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

Professor.

*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 professor.

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 its

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: video and presentation assignments, lab and tutoring assignments, Deaf and hard of hearing community interaction assignments, and other grading assignments as listed below.

All aspects of the assignment will be considered in grading the assignment including promptness,

professionalism, and responsibility. Attendance, class participation and presentation will also be

considered in the final grade. The student will receive feedback for the duration of the course. This

may be in the form of narrative information and/or component grades and/or feedback which may also be provided via GoReact, SignOn, and Canvas.

Your comprehension and production skills will be evaluated regularly throughout the course in

various ways.

Each assignment will be assigned an appropriate number of points.

**Video and Presentation Assignments in GoReact:** You will have 6 ASL sign production videos to submit in GoReact. Each assignment includes a rubric with specifications and points. Please include your NAME and COURSE information on all paper submissions (formatted in PDF).

1. Video GoReact: Deaf Fellowship Church (Extra Credit) due Sunday, September 14
2. Video GoReact: Pumpkin Patch - Hands and Voices (Extra Credit) due Monday, October 20
3. Video GoReact: The Action Bible Sign Language due Thursday, Oct 2
4. Video GoReact: Unit 5 ASL Sign Production (part 2) due Sunday, November 2
5. Video GoReact: ASL Sign Production: “Deaf in America” due Saturday, November 8
6. Video GoReact: ASL Sign Production: “My Favorite Recipe” due Monday, December 1

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

• Your name + course information (ASL II, day, time, name of professor)

• Assignment title

• Concise and TYPED feedback for each video viewing

• All papers must be typed, not handwritten.

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

Be fully aware that for any paper submissions to accompany your ASL production video assignments, handwritten notes will **not** be accepted. If you are unprepared and do not have a typed ASL outline or paper, you may not present your ASL production assignment and you will receive a zero for that assignment. You are responsible to prepare **and** practice your assignment in advance. This includes timing your presentation beforehand and adherence to the video recording etiquette guide within the True+Way ASL curriculum.

**SignOn Lab and 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 30 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 [ccesone@harding.edu](mailto:ccesone@harding.edu) from your SignOn dashboard. A minimum of 25 to 30 minutes per SignOn session time is acceptable.

**Deaf community interaction assignments:** A few extra credit assignments will include off campus interactive experiences unique to the Deaf and hard of hearing. Through these assignments, the experiences would also provide exposure to a diversity of communication methods preferred by various individuals, inherent culture within this community, as well as the vital grammatical elements and attributes of the visual communication modality.

**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.

The final grade will be computed as a weighted average of Total Points Earned/Total Points

Possible and reflected as a letter grade.

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

**B**- 80-89

**C**- 70-79

**D**- 60-69

**F**- less than 60

**Testing Lab**

As listed in the course schedule within this syllabus, quizzes and tests for the semester have been 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 to schedule your Testing Lab appointments.

**Late work policy**

Late work is not accepted - exceptional circumstances are handled on a case-by-case basis.

Students are encouraged to work ahead of deadlines and to check the Canvas calendar regularly for assignment due dates, all of which will be based on the Central Standard time zone. Early submissions within one week of the assigned due dates are accepted and meeting the posted deadlines represent the self-paced nature of studying and/or online learning. No late assignments will be accepted; however, if there are any extenuating circumstances, please let the instructor know ASAP before the assigned due dates. Per discretion of the instructor, extensions may be provided, but are not guaranteed. *Assignments turned in after the deadline will result in a late penalty with an automatic grade deduction of 20%.*

There are exceptions to the rule above. If there is a problem and you are unable to meet the deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion (**in advance** **before the posted due date, not afterwards**).

**Time Zone:** Harding University is located in Searcy, AR, in the Central Standard time zone; therefore, the due dates and times will be based on Central Standard Time.

**Course Assignment Details**

Refer to the course schedule in Canvas and weekly assignments distributed via email.

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

1. Quizzes, Tests, Midterm, and Final Exam
2. Weekly assignments: Conversation Starter Discussion and Snapshot videos
3. All posted assignments in this course, both video and paper submissions

**Attendance & Participation**

Refer to the aforementioned Late Work Policy and the class attendance information as follows.

**Class attendance**

Students are expected to attend every class in Swaid 214, the designated classroom space where all students are to log into Google Meet and Qwickly Attendance. Swaid 214 is also the allocated space where ASL Lab sessions provide valuable interactive “hands on” practice for all students in this course. Therefore, absences must be minimized with a total of three grace absences for the semester. Each use of grace absence must be notified to the instructor beforehand prior to the class absence. Unexcused absences following the third grace absence will automatically prompt an email from the instructor and result in a three-point deduction per absence from the final course grade. ***A total of seven unexcused absences (including three grace absences) and beyond would result in an automatic failure for the course with a grade of “withdrawn failing” (WF) and an F in the grade-point average.*** Excused absences will require email notifications to the instructor on a letterhead from the Provost, a health care professional / HU health clinic, or another professor. Regardless of excused or unexcused absences, class assignments and any makeup remain the responsibility of the students.

**Tardiness:** If you are going to be more than 15 minutes late to class, please do not attend class. Coming in late is disruptive and causes an atmosphere of confusion. If you are more than 15 minutes late for class, you will be considered absent (unexcused) for that day.

Any time you miss class, please obtain notes from a classmate and watch the class recording via Echo360 in Canvas. It is your responsibility to secure any materials that you missed during your absence from class. This includes any handouts, lecture notes or special instructions.

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

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

any electronics including earbuds 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, especially to me as a Deaf person because diversion of the eyes (which represent the ears for Deaf signers) is tantamount to inattentiveness during an American Sign Language course. An attitude of courtesy and respect need 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. Each absence is an automatic 3 point deduction from the final course grade.**

***A total of seven unexcused absences (including three grace absences) and beyond would result in an automatic failure for the course with a grade of “withdrawn failing” (WF) and an F in the grade-point average.***

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

**Technology Details (required only for online)**

**Technology Requirements**

TRUE+WAY ASL (TWA) is a digital textbook that is built into a 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 GoogleDocs managed by truewayasl.com domain.

If the embedded GoogleDocs 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):

GoogleSuites: GoogleDocs and GoogleSlides

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 upload at 1080p, but all videos can play at 240p through 1080p.

In addition, Sprout Video servers also auto-detects 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 is 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 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 and Testing used to spur continuous improvement of teaching and learning.

**Students with Disabilities Accommodations (required)**

It is the policy for 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 239 in the Student Center, telephone, (501) 2794019.

**Academic Integrity Policy**

Long Version: 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.

**Special Note on the use of AI such as ChatGPT**

Unless your instructor includes instruction on acceptable usage of ChatGPT or a similar A.I. product in the course, your use of artificial intelligence for writing any part of an assignment will be considered academic fraud, and you will risk being removed from the program. It is our sincere hope that you understand the connections between reading, writing, and learning. Writing about something helps build neural pathways that aid you in connecting your new knowledge within the context of knowledge you've already learned. Skipping this step and using something written by AI or by another person means you are cheating yourself out of learning. Please be responsible and ethical in your coursework, and please submit your own writing.

**Generative AI is NOT allowed for any purpose**

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.

**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.

**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 at least nine hours per week dedicated to the course.

**Inclement Weather**

If inclement weather prohibits your participation in any element of this course, prompt communication with me is expected. Your personal safety is my primary concern. Depending on extenuating circumstances, 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, please check Echo360 for uploaded class presentations which you are responsible and required to observe in order to keep pace with the course schedule throughout the semester regardless of 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

● [Tutoring](https://www.harding.edu/life-at-harding/arc/)

● [Writing Center](https://www.harding.edu/arts-sciences/english/writing-lab/index.html)

**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/about/offices-departments/registrar/registration/index.html) ● [Student Life](https://www.harding.edu/life-at-harding/)

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

● [Career Services](https://www.harding.edu/about/offices-departments/cpe/index.html)

**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.

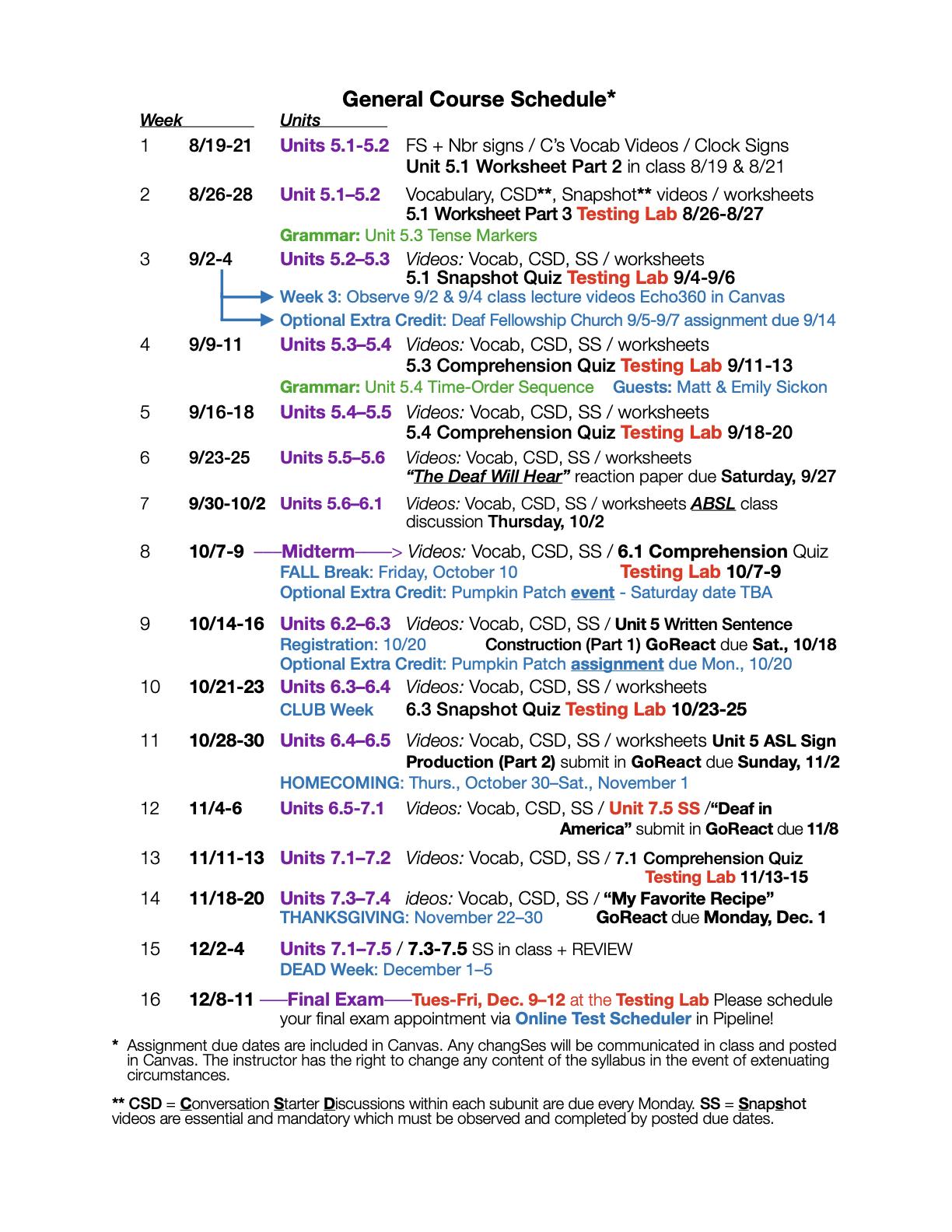
**Student**

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issues, nonetheless you are held 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 is 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.****