

Course: CSD 3270 American Sign Language III
Term: Fall 2022 August 22-December 16, 2022

Class days and times: T, TR 2:30-3:45 PM

Class location: Swaid Room 214

Office hours: Tues. 6:00-7:00 PM
Wed. 1:00-3:00 PM

Adjunct Professor: Cindi Cesone

Email: ccesone@hardiing.edu

Videophone: 301/200-1665

Video Email: Canvas/GoReact *

***Video Email:** Please utilize video email within either Canvas or GoReact to communicate with me in ASL. To do this in Canvas, go to Canvas and click at the Inbox icon along the left-hand side margin. Click at Compose Message (along the horizontal menu bar). Within the message dialogue box, click at the arrow icon at the bottom left-hand corner to record message, then send. (Make sure you have my email in the "To" box.) Instructions for GoReact available online at [GoReact.com](https://www.go-react.com)

Harding University Mission: "Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals."

Course Description: This course is appropriate for students who have completed ASL I and II courses with emphasis on personal information and concrete concepts. True+Way ASL III course is an introduction to intermediate skills in developing production and comprehension skills in American Sign Language. The course progresses to impersonal information and abstract concepts with an opportunity to learn and build on vocabulary, grammatical principles, expressions, and language structure. The course content also includes the manual alphabet and numbers. Students will develop and refine their conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

Course Purpose, Objectives and Learning Outcomes: ASL III students will express daily function dialogues and signed ASL stories utilizing ASL techniques while incorporating vocabulary, grammatical principles, and cultural awareness. Students will demonstrate receptive skills, as delineated by the instructor, and apply critical thinking skills in understanding ASL literature as it relates to Deaf Culture.

Course Outline: Unit 8 - People Among Us
Unit 9 - My Home

Required Tests/Materials:

- 1) Purple Moontower. (2021). *TRUE+WAY ASL Student eWorkbook Units 8 and 9* (3rd ed.) (contact Harding University Bookstore to purchase your access code) You will receive a **SLIP OF PAPER** with the **ACCESS CODE** on it. **Please DO NOT THROW YOUR ACCESS CODE AWAY! KEEP YOUR RECEIPT UNTIL YOU HAVE SUCCESSFULLY ACCESSED YOUR**

ONLINE TEXT MATERIALS! (and if you should require a refund, you will need your receipt!) *

- 2) GoReact video software program + feedback platform: Please purchase the student subscription digital code from Harding bookstore to register online at [GoReact.com](https://www.goreact.com) and to set up your student subscription to GoReact. **Please DO NOT THROW YOUR ACCESS CODE AWAY! KEEP YOUR RECEIPT UNTIL YOU HAVE REGISTERED AND COMPLETED YOUR ONLINE STUDENT SUBSCRIPTION SUCCESSFULLY!** *
- 3) Literature / Deaf culture-related book: *Moments of Truth: Robert R. Davila, The Story of a Deaf Leader*, by Harry G. Lang (ISBN: 978-1933360263) - may be purchased from Amazon, BetterWorldBooks, Abe Books, etc.

* For **both True+Way ASL (TWA) Student eWorkbook Units 5-7 and GoReact**: Please be sure to purchase your access codes from the bookstore and follow the step-by-step instructions to complete the installation + student registration process of TWA virtual curriculum which can be found within the TWA enrollment module of your Canvas LMS and the GoReact registration + subscription **NO LATER THAN Friday, August 26, 2022 /** end of the first week of fall semester 2022.

Completion of **both** the TWA **and** GoReact student installation + registration process is critical because the only way to receive a cumulative grade by the end of the semester is to initiate this installation + registration process for both TWA and GoReact at the very beginning of the semester and then maintain timely submissions of assignments, worksheets, quizzes, tests and everything else directly through TWA and GoReact via Canvas online. Otherwise, there will not be any cumulative final grades available for unregistered students since all grades are streamlined and maintained online via SpeedGrader within TWA and GoReact. Hence, none of the grades will be maintained manually.

Required Literature: You are welcome to purchase the *Moments of Truth* book anywhere and in whatever format you want: new or used, paperback or hardcover, e-book, etc. A few possible websites you may consider include:

New / Used copies - Amazon:

https://www.amazon.com/Moments-Truth-Robert-Davila-Leader/dp/1933360267/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1659115873&sr=8-1

Used copies - BetterWorldBooks:

<https://www.betterworldbooks.com/search/results?q=moments%20of%20truth%20robert%20r.%20davila>

Used copies - Abe Books:

https://www.abebooks.com/servlet/SearchResults?sts=t&cm_sp=SearchF-_-home-_-Results&tn=Moments%20of%20Truth&an=Harry%20G%20Lang

Course Level Outcomes: At the end of this course, the students should be able to do the following:

1. Vocabulary Development

- a. Recognize and produce vocabulary 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.

Weekly Class Activities: For in-class Google Meet breakout group conversations, you can create your own questions (a total of five (5) questions) or utilize questions provided by your instructor. Please include elements you need to strengthen or improve (such as numbers, time, etc.), so that you can practice together with your classmates for 10–15 minutes in class. Some weeks will include game activities. These weekly breakout conversations and game activity practice sessions **are worth 5 points.**

Class Presentation: Your instructor will assign topics for you to develop your signed class presentation. **One signed presentations will be required.** (As discussed in class) On the day of your signed presentation, you are expected to:

- submit to your instructor a typed ASL Outline of your presentation in PDF format via email at ccesone@harding.edu **at least 24 hours PRIOR** to beginning your signed presentation
- each student will present the topic presentation in ASL while standing in front of class

This presentation is worth **40 points.** (As discussed in class)

General Course Schedule*

| Week | Units |
|-------------|--|
| 1 | Syllabus / Unit 8.1 |
| 2 | Unit 8.1 vocabulary / videos / worksheets |
| 3 | Units 8.1–8.2 / vocabulary / videos / worksheets / ULA |
| 4 | Units 8.2–8.3 / vocabulary / videos / worksheets / ULA |
| 5 | Units 8.3 / vocabulary / videos / worksheets / ULA |
| 6 | Units 8 / POA / SOAR Part 1 |
| 7 | Units 8 / POA / SOAR Part 2 (Fall Break 10/7) Moments of Truth reaction paper due Thursday, October 6, 2022 |
| 8 | Unit 8 Tests (Midterms 10/10-14) |
| 9 | Unit 9.1 / vocabulary / videos / worksheets / ULA Moments of Truth class discussion Tuesday, October 18, 2022 |
| 10 | Units 9.1–9.2 / vocabulary / videos / (Homecoming 10/28-29) |
| 11 | Units 9.2–9.3 / vocabulary / videos / worksheets / ULA |
| 12 | Units 9.3 / Worksheets Part 1 and 2 |
| 13 | Units 9.2 + 9/3 / Comprehension ULA for 9.2 and 9.3 combined Thanksgiving Break _____ |
| 14 | Unit 9.4 / vocabulary / videos / worksheets / ULA |
| 15 | Unit 9.4 / Comprehension ULA (Dead Week 12/5-9) Finals: Dec. 12-16 _____ Final Exam: 3:30 PM–5:30 PM Thursday, Dec. 15, Swaid Room 214 |

* Detailed course schedule including assignment due dates will be available in the course itself (within Canvas). Any changes will be announced to the full class.

* **PLEASE NOTE: This course schedule is subject to change.**

* Weekday goal for each quiz and test: To be administered on a Wednesday unless the adjunct professor schedules otherwise.

TRUE+WAY ASL eWorkbook Outline

Unit 8: People Among Us

- 8.1 People
 - 8.1.1 Life Stages
 - 8.1.2 Ethnicity and Ethnic Groups
- 8.2 Physical Descriptions
 - 8.2.1 Heights
 - 8.2.2 Body Types
 - 8.2.3 Hair Colors
 - 8.2.4 Hair Types
 - 8.2.5 Hair Lengths
 - 8.2.6 Facial Hair
 - 8.2.7 Eyebrows
 - 8.2.8 Facial Features
 - 8.2.9 More Features
- 8.3 Clothing
 - 8.3.1 Tops
 - 8.3.2 Necklines & Collars
 - 8.3.3 Pants & Shorts
 - 8.3.4 Dresses & Skirts
 - 8.3.5 Suits, Tuxedos & Uniforms
 - 8.3.6 Sleepwear, Undergarments & Swimsuits
 - 8.3.7 Pockets
 - 8.3.8 Sizes
 - 8.3.9 Accessories
 - 8.3.10 Type of Glasses
 - 8.3.11 Earrings
 - 8.3.12 Necklaces
 - 8.3.13 Socks
 - 8.3.14 Footwear
 - 8.3.15 Patterns

Unit 9: My Home

- 9.1 Floor Plans
 - 9.1.1 Ordinal Numbers
 - 9.1.2 Lobby & Hallway
 - 9.1.3 Rooms
 - 9.1.4 Home Layouts
- 9.2 The Exterior
 - 9.2.1 Around Your Home
- 9.3 The Interior
 - 9.3.1 Kitchen & Dining Room Items
 - 9.3.2 Living room Items
 - 9.3.3 Bathroom & Bedroom Items
 - 9.3.4 Laundry Items
 - 9.3.5 Home Entertainment
- 9.4 Housework

- 9.4.1 Living Room
- 9.4.2 Kitchen
- 9.4.3 Bedroom
- 9.4.4 Laundry
- 9.4.5 Household Problems & Repairs
- 9.4.6 Home-related Professionals

Course Grading System

Your comprehension and production skills will be evaluated regularly throughout the course in different ways as listed below.

Video Log: After viewing ASL specific videos, provide a brief concise feedback (as discussed in class). Each Video Log is to be TYPED + submitted via Canvas on the day it is due. **Each Video Log is worth 30 points. You will be given 90 possible points altogether for three (3) video logs** (3 video logs = 90 points total). **PLEASE INCLUDE YOUR NAME + CLASS INFO on your submission log!**

To complete the Video Logs, you may view videos via YouTube.

- Video Log 1: 3 viewing hours due Sept.13, 2022
- Video Log 2: 3 viewing hours due Sept. 29, 2022
- Video Log 3: 3 viewing hours due Oct. 20, 2022

To receive full credit, each video log must include all of the following:

- Your name + course information (ASL II, day, time, name of professor)
- Video title + URL
- Date viewed
- **Total length** of each viewing session/**time**
- Concise and **TYPED** brief feedback for each video viewing (as discussed in class) This is **NOT A TRANSCRIPT**; Please include YOUR specific feedback
- Add-up/tabulate your cumulative viewing time (A “running total” or a tabulated total, as discussed in class. E.g., 20 mins x 2 (for viewing a video twice) + 17 minutes of one video = 57 total viewing time)
- Video Logs must be typed
- Please submit Video logs via Canvas

Class Presentation: Your instructor will assign topics for you to develop your signed class presentation. **One signed presentation will be required.** (As discussed in class)

On the day of your signed presentation, you are expected to:

- submit to your instructor a typed ASL Outline of your presentation in PDF format via email at ccesone@harding.edu **at least 24 hours PRIOR** to beginning your signed presentation
- each student will present the topic presentation in ASL while standing in front of class

- LIMIT presentations to 2 ½ - 3 minutes long. (When you are not prepared, it is very evident, so please PRACTICE before the day of class presentations!)
- Your signed presentation is worth 40 points-as discussed in class. (30 points for your sign presentation and 10 points for your TYPED ASL outline.)

Be fully aware that handwritten outlines will **NOT** be accepted. If you are unprepared and do not have a typed ASL outline, you may not present your ASL production assignment in class **and** you receive a zero for that assignment. All presentations less than 2 minutes will be subject to penalties. NO exceptions. Please do not ask. You are responsible to prepare AND practice your assignment in advance. This includes timing your presentation beforehand. This presentation is worth **40 points** (as discussed in class).

Literature: Moments of Truth: Robert R. Davila The Story of a Deaf Leader, Reading Response/Reaction Paper, 50 points, 1–1½ page response/reaction paper **TYPED**. Handwritten papers will NOT be accepted. Please include your name and course name on your paper. **Due Thursday, October 6, 2022 This reading response assignment is worth 50 points.**

Evaluation and Grading: Each assignment will be assigned an appropriate number of points. 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 will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided via FaceTime or Zoom (at student's request.). However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, current events, projects, reaction papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

| | |
|---|------------|
| A | 90% - 100% |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 0% - 59% |

Attendance/Participation: Your attendance is required for successful mastery of course material. You are expected to attend every class. Roll will be taken. You are allowed three (3) unexcused absences. **Any unexcused absences beyond three, is subject to a five-**

point penalty, per unexcused absence, from your final grade. For absences to be excused, you must email me before you are absent even if you have contacted the nurse of the Office of the Provost. You would also need to attach a medical note from the doctor for an excused absence related to illness. You are responsible to initiate an email to me concerning an excuse note for your care from the Student Health Services. Of course, during these times involving COVID-19, I am prepared to make an exception to this rule following a discussion.

Per HU student handbook: "Students can visit Student Health Services (SHS) if they are sick to receive care and an excuse note can be provided as needed. Absences will not be tracked by SHS; this is the responsibility of the student and faculty."

Attendance and participation are not the same thing. Students will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. Meeting the attendance requirement does not ensure a good participation grade. (Engagement in class activities, group work, questions, comments, faith, and completing assignments in a timely manner.)

Online students not only log into the course, but are actively engaged. (Engagement in class activities, group work, questions, comments, faith, and completing assignments in a timely manner.)

As the student, you are expected to be prepared for class (e.g., read materials, view TWA content videos and materials, familiarize yourself with the vocabulary and grammar) and to be an active contributor in the learning process.

Tardiness: If you are going to be more than 15 minutes late to class please do not attend class. Coming in late is disruptive to many 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.** If arrangements have been made prior to a class session, exceptions can be made.

**If you miss class please get notes from a fellow classmate and watch the class recording via Echo360 within Canvas. This includes any handouts, lecture notes or special instructions. It is YOUR responsibility to get any materials that you missed.

***If you are unable to attend a class on the day of an examination, an alternate format of the exam (essay, written or video version) may be substituted for the missed exam. If I am not contacted PRIOR to the exam, the right to make up the exam could be denied.

Video/Audio Recording in Class: If for any reason you need to video or audio record lectures or materials presented in this class, it should only be carried out with prior knowledge and approval from the instructor. Failure to receive authorization is a violation of copyright and might be subject to penalty under the law.

Rubrics: There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you

formulate your responses and earn full points. All rubrics used in this class will be discussed prior to the assignment.

Deadlines/Late Policy: Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which penalty points will be taken should you miss the deadline. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of studying and/or online learning. *Assignments turned in after the deadline will result in grade point deductions – 10 grade points per day, late penalty. Therefore, no assignment may be turned in after 5 days have passed from the original deadline. No assignment will be accepted after the ending date of the class has passed. Consider what the consequences would be if you were to miss a deadline at your employment, especially after five days have passed.*

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. If you are ill and cannot meet a deadline, you are responsible for contacting the instructor **before** the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work.

If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing: Learning to write is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional work is required for this course. Make sure you submit your own words, thoughts or ideas. If you write and include someone else's ideas and thoughts, this would need to be cited. (Give credit where credit is due.)

Course Policy: To protect all parties involved in this course, you are required to use Harding University's assigned e-mail account to communicate with your professor and classmates. Please also use Harding University's e-mail account to create accounts with, and log in to your courses. This ensures we are all in compliance with the Federal Educational Rights and Privacy Act (FERPA).

Course Interaction: During this course, the interactions between students and faculty should take place via email or in Canvas (Harding's learning management system [LMS]). My goal is to reply to your communication within one (1) or two (2) business days. Note: If it is a holiday or weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I would recommend a video phone call at 301/200-1665. You can leave a message through this video phone call and I will return your call as soon as possible. At your request, you are also welcome to schedule an online office visit with me during my above-listed office hours. If you need to contact me concerning an issue such as any sickness, an unforeseen hospitalization, a situation

beyond your control, prayers, etc., please contact me directly via email at ccesone@harding.edu or via video phone at **301/200-1665**. If you send me an email, please include your name and the class you are enrolled in with me.

Required Technology: Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop computer is the recommended device for online learning. Please do not use a cell phone to participate in online class. The Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Harding/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 or Apple Macintosh running OS X
- Peripherals such as camera/microphone/headphones

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java), please visit Canvas. Due to rapid changes in technology, the information contained in this requirement may change and may occur without advance notice.

NOTE: All students participating in online classes will be required to show their screen at all times. If not, you will be counted as absent.

Google Meet: Google Meet is a tool that provides video conferencing and distance communication capabilities which we will use in this class. We will also use Google Meet during this online course. For accessibility and privacy policies, please visit Google Meet's accessibility and privacy policies online.

Minimum Technical Skill: During this course, it is expected that students will possess the following set of minimum skills:

- an ability to use a computer
- competence with Canvas (Harding's LMS)
- competence with email and file attachments
- competence with software (e.g., Microsoft Office Suite)
- installing software
- competence with search engines (e.g., Google)

Canvas: Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit Harding's IST Canvas page or Canvas Help Center.

Canvas, Internet, or Technology Outage: As an online learner, you must be able to manage technical difficulties since power outages, connection problems, and other technical issues are always a possibility. 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 power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student – If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your work in a timely manner. Harding

University is not responsible for the student's access to a working computer or reliable internet service. An internet outage or computer issue is not an excuse for late work. A backup plan for reliable internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Technical support: The first point of contact for questions and concerns relating to your online course is your instructor who will provide you with instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday–Friday between 8:00 AM and 5:00 PM (Central Standard Time). Phone: 501-279-5201; Email: elearning@harding.edu and website: eLearning website.

Assessment: Since its charter in 1924, Harding University 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 the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous and 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 (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Student Declaration: Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source (as discussed in class.)
- I affirm that this assignment has not previously been submitted in any form.
- When submitting assignments to Turnitin, when applicable. I acknowledge and adhere to its disclaimer statements.
- I affirm and uphold Harding University's [Code of Academic Integrity](#).

Reservation Statement: The instructor reserves the right to modify and update any portion of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct: Students of Harding University are expected to be honorable and to observe standards of [academic conduct](#) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

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

2. **Plagiarism:** Representing 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 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 the general Harding University Catalog as well as standards and codes associated with professional organizations related to the student's academic discipline.
6. **Respect:** Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include things such as:
 - Stereotypes of any nature, whether it be profession or class of people
 - Politics
7. **Lurking (online):** Lurking is when a student signs on reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same similar things that the other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential. To learning and to passing an online class.
8. **Drifting (online):** Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

In Class Professional Conduct: Please abide by the following rules to allow for the best learning environment for you and for your fellow classmates.

1. Cell phone policy – **Turn off cell phones and place them on the designated table in the classroom until the end of each class session.** (Any exceptions must be discussed with the instructor.) No texting allowed, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a "O" on your quiz or exam.
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No "IMs" (instant

messaging) during class. Chatting by remote learners to the professor is of course permitted.

3. Come to class on time to minimize distractions and be considerate of the rest of the class. Clinical assignments and meetings with your supervisors do not constitute a valid reason for being late or missing class. Arrange your schedule accordingly.
4. Any requests for assignment changes must be approved ahead of time. No exceptions.

Students with Disabilities: 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, psychological, vision, hearing, etc.,) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) Since some graduate course are taught at different sites and students will not have access to the Disabilities Office located on Harding University's Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via telephone conference with the Disabilities Director. If you have questions, please contact Bridget Smith, Disabilities Director, at (501) 279-4019 or bdsmith@harding.edu or room 219 of the Student Center.

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 unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled [Academic Grievance Procedure](#) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management Expectations/Credit Hour Calculator Statement: All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours. For every hour in class, the typical student should expect to spend at least 3 clock hours in course-related work, including but not limited to out of class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams and other activities that enhance learning.

Academic Integrity: Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade. Students who share assignments with students taking the course in a subsequent semester may be subject to having an academic integrity sanction added to their college record.

Undergraduate Dress Code: All members of Harding University community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Students may be asked to leave class or other activities if they are not keeping with this expectations.

INSTITUTIONAL ACADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following categories may be useful to students (some services may not be applicable for graduate students): Library, Testing, Tutoring, and Writing Lab.

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following categories may be useful to students (some services may not be applicable for graduate students): Registration, Financial Aid, Student Life, and Counseling.