

Instructor: Timothy J. Morgan, Ph.D.
Course Times & Location: Tuesday and Thursday 3:30-4:50pm
Office Hours: Tues. 11:00-12:00, 2:00-3:00, Wed. 10:30-11:30, and by appointment
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Course Catalog Entry

An understanding of the management history and functions of planning, organizing, leading, and controlling. The role of a manager is examined in promoting change and providing effective leadership, motivation, team building, communication and decision making.

Course Description

No matter your field of study, at some point in your career you will likely be in charge of others at work. Before, or at the same time, others will be in charge of you. This course will help you understand the role and functions of managing others, so you can better understand and appreciate the job and challenges of a manager, as well as provide you tools to effectively manage others.

Course Outcomes

After completing this course, you will be able to:

- Identify and define management concepts
- Understand the roles and challenges of management in an organizational setting
- Apply those concepts to develop your own philosophies and approaches to managing people

Course Learning Modules

This is a hybrid format course with content & activities embedded in learning modules on Canvas, which includes links to an online textbook. Each learning module details objectives specific to the topic area. All fit together to develop students' knowledge and skills about management fundamentals.

Required Course Materials

1. **Text** – *Connect Master 2.0 Management* ISBN: 9781265599911
Purchase from McGraw-Hill directly for \$60 or from the bookstore for more. I negotiated a reduced price so buy direct if you can. Don't waste your money on the course without the text.
2. **Canvas** - PowerPoint slides, videos, supplementary articles, assignments, instructions will be posted on Canvas. Assignments will be submitted on Canvas or in class as instructed. You are responsible for monitoring announcements and emails on Canvas. Use the 24-7 helpline (1-844-214-6949) for technical issues before you ask Dr. Morgan. Reserve course/content questions for Dr. Morgan.
3. **Name card** – Bring a name card with your name in big bold letters each day to class.
4. **Notebook/Computer** – Bring a tool to take notes and answer questions for activities we do.

Course Topics and Weekly Tasks Outline

For best results, complete all the assigned tasks on the Canvas pages for each module.

Week Start Date	Week/Module#	Topics to Do/Major Assignment to Turn In:
Jan 9	1	Getting Started, What is Management?
Jan 16	2	History of Management
Jan 23	3	Organizational Environment & Diversity, <i>Quiz 1</i>
Jan 30	4	Global Environment
Feb 6	5	Ethics and Social Responsibility
Feb 13	6	Strategic Thinking and Planning, <i>Quiz 2</i>
Feb 20	7	Decision Making & Problem Solving, <i>*Experienced Manager I-view</i>
Feb 27	8	Strategic Management
Mar 6	9	Innovation and Change, <i>Quiz 3</i>
Mar 13	-	NO CLASS - SPRING BREAK
Mar 20	11	Startups & New Ventures
Mar 27	12	Individual Behavior
Apr 3	13	Motivation, <i>Quiz 4, *Me as Manager Journal</i>
Apr 10	-	Leadership & Communication
Apr 17	14	Human Resource Management, <i>Quiz 5</i>
Apr 24	15	NO CLASS – FINALS WEEK, Bonus Module, <i>*Cumulative Final</i>

*Choose 2 out of these 3 BIG Assignments

Grading

<u>Category or Assignment</u>	<u>Percentage of Total Grade</u>
Module Quizzes	30%
Management Learning Activities	30%
BIG Assignment Choice 1	14%
BIG Assignment Choice 2	14%
Get Real Presentation	6%
Career Development Activities	<u>6%</u>
	100%

Bonus Opportunities



Quiz

Earn up to 10% of your module quiz grade!
 Example: If you have an 82 quiz average, you could raise it to as high as a 92 with a perfect score on the BONUS Quiz

Course Requirement & Assignment Descriptions

Module Quizzes (30% of Total Grade)

What is the purpose of this?

5 quizzes, 1 for each module, will assess how much you understand and can synthesize and apply course concepts, including those in the module learning activities not part of the textbook readings. Quizzes will also address higher levels of Bloom's Taxonomy of objectives than the Textbook Adaptive Readings. If you see something on the quiz that you haven't seen before, chances are you did not do a required learning activity.

Module quizzes cover 3 modules and include 5-8 multiple choice, matching, or T/F questions on each module.

SUCCESS TIP: A-B students take both quiz chances and take their time doing so, using the available resources to help. C-D students take less time, only take it once, and don't use their books, notes, etc.

Management Learning Activities (30% of Total Grade)

Each module part contains learning activities, some online and some in class.

What is the purpose of this?

To connect/wrestle with the material, discuss it with others, learn and apply it to your own current and/or future work.

What are examples of this?

Textbook adaptive reading with questions and answers, a discussion question to answer and comment on others' replies, a movie clip to watch and consider questions, an application activity in class, a problem to identify, a question to solve.

When are these due?

These activities can have various deadlines, please see the exact assignment for dates.

Before class

Textbook Adaptive Reading with Questions & Answers

The purpose is to read and be familiar with the topic by answering questions to guide you. You can do the questions until you get them 100% correct, and thus this exercise should be a perfect score every time.

During, between and after class

Other activities will be done during, between, and after class to further understand the material, master it and be able to apply it for future use.

- **In-class activities** – due same day of class. You miss class, you miss the activity.
- **Solo online learning activities** – due end of the module's week (Sunday 11:59pm).
- **Group online learning activities** – 2 deadlines if required to both post & reply to others (example: initial submission due Thursday at 11:59pm, reaction/reply Sunday 11:59pm).
 - o Only the 2nd deadline can be posted on the calendar, so please check assignment instructions (which you need to do anyway) for complete deadline details.
- No learning activity late submissions accepted; online activities will not be reopened after closed.
- If you miss a few, don't sweat it. There are many, and missing a few will not kill your grade.
- Don't rely on the calendar! Read each learning activity's instructions and due dates.
- A medical excuse submitted to Dr. Morgan's Canvas mail exempts you from a graded learning activity.

How are these assessed/graded?

These activities will intermittently assessed, meaning each and every activity will not be scored. Some will be graded for quality, some for completion, and some not at all, and it will not be announced prior to the assignment. This is similar to a work supervisor monitoring your work. Managers hopefully do not watch and assess your every move; they check your work occasionally for quality, walk around to just see if you’re on task other times, and others trust that you’re being conscientious and doing what needs to be done. Just as at work, complete each assignment with high quality and you won’t have to worry about when and how you are being evaluated.

Here’s a **general rubric** for responses to response-based learning activities that are scored for quality.

0	1.5	2.5	3
<p>Does not participate in any part of activity</p> <p>OR</p> <p>Response has nothing to do with what was asked</p>	<p>Provides insight that demonstrates <i>little/no</i> understanding of course content</p> <p>Offers <i>no</i> justification (why?) for the opinion/position stated</p> <p>Does not fully complete all parts of response</p>	<p>Provides insight that demonstrates <i>some</i> understanding of course content</p> <p>Offers <i>little or illogical</i> justification (why?) for the opinion/position stated</p> <p><i>Considers</i> the thoughts of others by simply agreeing or disagreeing</p> <p>Responds completely, but not necessarily clearly or efficiently</p>	<p>Provides insight that demonstrates <i>significant</i> understanding of course content</p> <p>Offers <i>logical</i> justification (why?) for the opinion/position stated</p> <p><i>Considers and extends</i> the thoughts of other students, not just agree or disagree.</p> <p>Responds completely, clearly (understandable) and efficiently (doesn’t ramble on and on)</p>

Helpful Hints: Responding to Others’ Responses

NOTE 1: It is OK and even productive to the learning process to disagree with classmates. It is not OK to be disrespectful when doing so.

NOTE 2: When responding, note that quality responses can often include one the following thoughts:

- 1) I find what Susie said is interesting and why...
- 2) I agree/don’t agree with Jimmy, or I find this counterintuitive, based on prior understanding/experience. Here is why I think the way I do.
- 3) This might have solved and/or has to do with a problem I heard about in the news currently.
- 4) This reminds me of the experience I had/observed where...the approach is (in)consistent with how the situation played out...Here’s how it might have played out the same/differently if x was followed/ignored.

SUCCESS TIP: A-B students consistently review and work through the entirety of readings, videos, and learning activities pages. They consistently do these activities as they understand they are the building blocks of learning the concepts and provide excellent practice for quizzes. C-D students hope Dr. Morgan tells them everything they need to know, only look at the calendar to determine what work to do, and sporadically do activities. Thus, they are unprepared for quizzes and earn a low learning activity grade.

BIG Assignments – Must choose 2 of 3 (14% Each of Total Grade)

1. Experienced Manager Interview

You will reach out to an experienced manager, interview him/her and write up a summary of the interview.

What is the purpose of this?

Who you know is as important as what you know, and there's no substitute for learning from experience. You will learn much about management from speaking with someone who has been in the trenches. Also, networking and taking interest in others' work is a key skill for any business person.

What do I do?

Make a connection with a management professional, interview them, and write up the results of what you learn using the rubric and instructions provided at a later date.

How will this assignment be assessed?

Points received divided by points possible using a detailed rubric.

SUCCESS TIP: Conscientious students plan for this assignment by reaching out to potential people they want to interview, who are in a career they have an interest in, well in advance. They make a new connection, learn about a new job, and it helps them decide whether that profession is for them. Unmotivated students procrastinate till near the deadline. They interview someone they already know well doing a job they are already familiar with. Thus, the assignment is a waste of time, although they still may earn a decent grade, they learn nothing and miss a chance to make a valuable new business connection.

2. Me as a Manager Reflective Journal

You will reflect upon activities done, and management concepts learned in class by making entries in a journal over the course of the semester.

What is the purpose of this?

How you lead is a function of your management philosophy (a set of beliefs about management), knowledge and skill, experiences, and your personal and work values. Writing to reflect upon concepts will help you become aware of and develop your philosophy, skills, approaches, and values. This journal will ideally be a reference tool for you, that you build upon and use as a manager someday.

What do I do?

When prompted (required), and on your own (optional), reflect on discussions, activities, concepts, and situations from class and work, and think of the implications they have for you as a future manager.

How will this assignment be assessed?

Points received divided by points possible using a detailed rubric.

SUCCESS TIP: A-B students do these entries when they are assigned in each week's module, as doing so helps them understand concepts better and makes it personal. Turning it in at the end is a breeze! C-D students wait till the end of the semester to take these assessments, then scramble to find them in past course content and have difficulty interpreting them, since they've forgotten what the concepts are.

3. Cumulative Final Exam

What is the purpose of this?

To review knowledge learned throughout the course, synthesize and make connections between concepts to further your understanding of the fundamentals of management.

What do I do?

Take a multiple choice, T/F, and matching exam during finals week.

How will this assignment be assessed?

Points received divided by points possible.

Get Real Presentation (6% of Total Grade)

What is the purpose of this?

To instigate class discussion with a real-world example and for you to recognize management concepts in everyday work and life.

What do I do?

To “Get Real”, you and partners will present a real or fictitious problem related to 1 week’s topic. You will use theories/concepts we learn about to explain why the problem/situation exists and offer suggestions on how to solve it, if there is indeed a problem. See assignment sheet later in the syllabus.

How will this assignment be assessed?

Points received divided by points possible using a detailed rubric.

SUCCESS TIP: A-B students note their presentation date, plan ahead, follow assignment instructions, meet with their partner a few times, practice their presentation and show up big on the day they present. C-F students don’t remember what day they present, don’t prepare well, don’t follow the guidelines, and/or don’t show up to present.

Career Development Activities (6% of Total Grade)

What is the purpose of this?

To get you moving toward finding a great job after you graduate that is personally fulfilling, you are good at, and meets your needs. Career development is an important part of your education so it is important that you do it.

What do I do?

You will meet with the Soules’ career success coach, Mrs. Amy Russo, individually and as a class. You will also produce several deliverables that to help you further develop your career plans.

How will this assignment be assessed?

Points received divided by points possible using a detailed rubric.

SUCCESS TIP: Career-aware and career-focused students will be proactive in learning about jobs, securing internships, networking and making informed employment decisions. Students without a career focus will hardly consider these things until their senior year if it all, and end up backing into a job due to limited options, lack of info and prep. We don’t want you to be in the latter category, so make career development as important as your classes!



Module (OPTIONAL)

What is the purpose of this?

To allow you to earn extra credit by demonstrating your understanding of the final BONUS module. The bonus module will include material that we do not have time to address given the time constraints of the course.

What to do?

Complete as much of the module as you desire and take the module quiz at end.

How will this be assessed?

Points received divided by points possible.

Class Policies

Academic Dishonesty and/or Impropriety Policy

Please review the university policy and uphold the code of honor. No form of academic misconduct will be tolerated. The University has a strict code for cheating and students should refer to the Student Code of Conduct to understand the consequences. University policy will be followed if a student is caught cheating.

Any student who engages in any form of cheating, including plagiarism, or working together on online quizzes and exams designed to be students' independent work will receive a grade of F in the course. Software now easily detects when students work together and answer similarly on exams, and/or duplicate others writing and passes it off as their own. Please don't put yourself through the embarrassment and the department the hassle of disciplining you for academic dishonesty.

NOTE: Trying to deceive the instructor or grader in your written work is a form of academic dishonesty and will be treated accordingly—zero on the assignment, reported to the Academic Integrity Department and possible failing of the course. If you don't do the work, don't try to fake that you did.

Plagiarism-- to take and pass off as one's own the ideas, writings, etc. of another without giving credit to them via a citation/reference. You do not need to cite the textbook when you write for this course.

Withdrawal Dates

Last day to withdraw from one or more courses is **March 23, 2023**

Make-up Procedure

If you must miss a quiz, make every effort to contact me before the quiz. Failure to do so may result in a zero for that quiz. Make-up quizzes, if allowed, must be taken within a week of scheduled quiz.

Completing Assignments – Late Policy

- Learning Activities
 - o No extensions or late credit will be given.
- Module quizzes and major assignments
 - o A 10% deduction for each day it is late up to 5 days late. After this, the quiz/major assignment will no longer be accepted for any amount of credit. The exception is Quiz 5, the BONUS quiz, and any assignments due the last week of class. They cannot be completed late.



- o Because sometimes life or technical difficulties happen, you will receive one “Uh-Oh” Pass. This allows you to turn in a quiz or major assignment in one day late with no penalty. To use this pass, you must write in the comment section of the assignment that you are using your Uh-oh pass when you turn it in. If not, it loses its value.

Attendance Policy

How Often Must I Come to Class?

To not receive an automatic 10% deduction in your grade, you are required to attend class on campus, in person half (50%) of the class periods for the semester, including all specific days mandated by the instructor, such as days we have guest speakers. You will be informed ahead of time if a particular class session is required. There will be a few days we will have class over Zoom and not in the classroom which can count toward that 50% attendance requirement.

How Often Should I Come to Class?

This is a hybrid class with learning material in the online textbook and Canvas, as well as some material presented in class with in-class activities that may not be able or easy to be done online. You can and will learn much outside of class time and it is possible to be successful even if you do not come to campus to class all the time. However, if you rarely come, you will not be successful.

When you choose not to attend class, you are encouraged to connect with students who do, as you are responsible for any announcements, information and the content presented in class that may not always appear online. Dr. Morgan will not re-explain simply because you choose to miss class.

Why Should I Come to Class?

Come to the classroom when you want more genuine interaction, as much of class time will be devoted to discussion and activities, rather than passive student behaviors such as sitting back, listening to the instructor talk. Dr. Morgan will call on students to answer questions and offer their opinions so come to class ready to contribute. This will make you think and help you learn and your contribution will help others learn too. You will also be able to participate in the in-class activities. You might even make new friends and networking contacts!

When I Come to Class What Should I Do?

Plan to come on time and stay on time as late arrivals and early exits are extremely distracting. If you must enter late or leave early on a particular day, please inform Dr. Morgan prior to class and sit in the back. Please bring your name card EVERY DAY so we can call each other by name.

Will There Be Zoom?

Zoom participation in class is available in certain circumstances at Dr. Morgan's discretion upon request. Zoom attendance will not be taken and thus not count toward your 50% attendance requirement (unless the whole class is online that day). NOTE: Due to the nature of some learning activities, you may be unable to fully participate in some in-class activities live on Zoom. Live Zoomers will be asked to show their face (share video) and participate, not just be a spectator. With live Zoom as with class in the room, plan to come on time and stay the whole time. If a student makes a habit of leaving early, the live Zoom privilege will be taken away.

College of Business STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

Ensure honesty in all behavior, never cheating or knowingly giving false information.

Create atmosphere of mutual respect for students/faculty regardless of race, creed, gender, age or religion.

Develop an environment conducive to learning.

Encourage and support student organizations and activities.

Protect property and personal information from theft, damage and misuse.

Conduct yourself in a professional manner both on and off campus.

University Policies

UT Tyler Honor Code

An honorable man, impoverished though he may be in talent, cannot fail to attain success and high standing in the eyes of the world. A dishonorable man, though he is possessed of a multitude of abilities, cannot hope to escape for long the condemnation of his fellow men. –Robert Wood

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (the **Census Date is January 23, 2023**) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (**January 23, 2023**) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions or exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> or call 903.566.7079.

Student Absence Due to Injury/Illness or Death or Major Illness in a Student’s Immediate Family

When a student has an injury/illness that is too severe or contagious for the student to attend class or when a student experiences a death or major illness in their immediate family the student may request of an individual instructor that the absence be excused. Medical documentation should be provided by the student. The Dean of Students Office can assist in notifying professors of such illness/injury or family emergency at the request of a student as long as the office is contacted immediately via studentaffairs@uttyler.edu or by phone 903.565.5946. The instructor will review documentation on a case by case basis and allow students to make up missed coursework. Should an instructor(s) deny a request for an injury/illness or family emergency the student can contact the academic chair or dean the course reports to for further review.

Student Absence Due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester in writing.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to: copying from another student's test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes".

The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

Important Covid-19 Information for Classrooms and Laboratories

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

Changes to the Syllabus

The above constitute the tentative plan and procedures for this course. Should circumstances necessitate veering from this plans in the judgement of the instructor, a class vote will be held.