



UT PERMIAN
BASIN

COMM 3314 783
Sports Broadcasting
Fall 2025 Session 8W1
Delivery Method: Online

Instructor Information

Name: Kevin Thompson
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Phone: by appointment via Zoom
Office Location: Remote
Office Hours: by appointment via Zoom

Course Information

Class Location: Online Asynchronous

Prerequisites: COMM 1301

You should have basic understanding of computers, collegiate-level academic writing, Microsoft Office, and Canvas. In addition to computer and writing skills, it is beneficial to have a basic knowledge of sports. This is a 3000-level course that requires about 15 pages of writing over various sport-related topics over the seven week term. Understanding how to read academic articles, take notes on your own from a textbook you read on your own time, and knowledge of how to access academic articles using the UTPB are a must for this course. Students should also complete COMM 1301 prior to enrollment.

Course Description

Explores current issues specific to digital media. Students consider media strategies and media effects on individuals organizations and society. Topics may include sports; arts; law and public policy ; media messages industries or audiences; science communication; or other uses of digital media.

Principles of broadcasting with a particular focus on live sporting events. Students should complete COMM 1301 prior to enrollment.

Course Learning Outcomes (CLO)

- Course-level Objective #1 (CLO1): Describe key broadcasting concepts and histories and how they apply to, and are informed by, the academic study of sport and contemporary sport broadcast industries
- Course-level Objective #2 (CLO2): Engage in critical discourse and rhetorical analysis of sport broadcasts
- Course-level Objective #3 (CLO3): Demonstrate the ability to communicate what you have learned in writing through academically professional papers and media developments which will apply important concepts from the course
- Course-level Objective #4 (CLO4): Apply theories of sports broadcasting to contexts in which the students live and work

Student Learning Outcomes

- Describe key broadcasting concepts and histories and how they apply to, and are informed by, the academic study of sport and contemporary sport broadcast industries
- Engage in critical discourse and rhetorical analysis of sport broadcasts
- Develop several kinds of sport broadcasting components for the development of a sport media portfolio including a long form feature, podcast, and sport talk shows.
- Apply theories of sports broadcasting to contexts in which the students live and work

UTPB Bookstore

[Bookstore link](#)

This link will take you directly to the official UTPB bookstore page for this course. Please note, you are welcome to make purchases from any supplier of your choice.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Total Sportscasting : Performance, Production, and Career Development

ISBN: 9781317906766-009218-1-2258-8W1-783

Authors: Zumoff

Publisher: Taylor & Francis Group, LLC

Publication Date: NA

Edition: 1st

Required or Recommended: Required

Title: Total Sportscasting

ISBN: 9781138408319-009218-1-2258-8W1-783

Authors: Zumoff

Publisher: Taylor & Francis Group, LLC

Publication Date: 2015

Required or Recommended: Required

Title: Total Sportscasting : Performance, Production, and Career Development

ISBN: 9781317906773-009218-1-2258-8W1-783

Authors: Zumoff

Publisher: Taylor & Francis Group, LLC

Publication Date: NA

Edition: 1st

Required or Recommended: Required

Faculty - This list reflects your selections in the Follett bookstore website.

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Course Activity	Points	Percentage
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		of Total Grade
Discussions 1-4	400	40
Quizzes 1-4	400	15
Media Assignments	300	45

Grading Scale

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 60	F

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Amber Lucero, Director of Student Emergency and Accessibility Services

Address: 4901 E. University, Odessa, TX 79762

Student Activity Center (SAC) Room #200D

Voice Telephone: 432-552-4602

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX

of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Distance Education Policy

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your

contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This

is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Generative AI Content Policy

UT Permian Basin Faculty recognize the innovative potential of generative AI. We also recognize that generative AI can be used as a substitute for critical thinking and plagiarism, and that its use may be more appropriate in some learning experiences than in others. For these reasons, any policy regarding its use must be nimble so that instructor discretion and instructional context are taken into consideration when determining what "appropriate use" looks like in any student learning experience.

This policy will both cover generative AI use in all courses at UT Permian Basin and must be customized by instructors for each course. Customization is offered according to the expectations

outlined below (instructors complete this section as appropriate to your course):

1. Use of generative AI in this course is prohibited.

Examples of Generative AI include, but are not limited to: Grammarly, ChatGPT, and DeepSeek.

2. Use of generative AI in this course is allowed within the guidelines listed here:

_____ (instructor completed. Sample ideas here: "Specific activities only as noted." "When a generative AI is used, please include the direct link to the ChatGPT with the assignment for the instructor to view the AI's input." "Only use with prior instructor permission and guidance.")

3. Use of generative AI in this course has no screening requirements or limitations, other than what are described in the [UTPB Acceptable Use Policy](#).

If the use of generative AI is discovered in student work that is out of compliance with the policy of this course, the submitted work will be subject to penalty under the plagiarism policy.

Course Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.

- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

As this is an online course and requires no more than three assignments due each week, no late work will be tolerated unless you are allowed by your instructor to turn in late work. Late submissions are almost never tolerated in my online courses, and late submissions will only be allowed on a case by case basis as designated by the instructor.

Course Schedule

MODULE	DATE	Assignments/Activities/Topics	Due I
Module 1: Introduction	Aug 25-31	Discussion 1: Course Introduction (prerequisite to access all other modules) Readings: Chapter 1- A history and overview; Module 1 Notes Viewings: "Inside the control room" by The Verge; "Behind the Game" by Channel V6 Syllabus Quiz Student Authentication Assignment	Aug 31

MODULE	DATE	Assignments/Activities/Topics	Due
Module 2: Production & Performance Theory	Sep 1-7	Discussion 2: Podcast Plan Readings: Chapter 2- The production plan; Chapter 3- Research and relationships; Chapter 4- Writing; Chapter 5- Performance Theory; Podcast Plan; Module 2 Notes Viewings: "How to plan your podcast" by Podcast.co; "How to use Audacity to Record & Edit Audio" by Kevin Stratvert Quiz 1: Modules 1 and 2 (Chapters 1-5)	Sep 7
Module 3: Sport Broadcast Discourse, Diversity, and Industry	Sep 8-14	Media assignment 1: Talk Show Review Debate Viewings: "Should sports media take some responsibility in the NFL's diversity issues?" by Brother From Another; "Sport, technology, and the broadcaster" by Sky Sports Readings: Chapter 6- Reporter, anchor, sideline, host, sports talk; Chapter 7- Play-by-play and analyst; Chapter 8- Women in sportcasting; Chapter 9- Social media and the Web	Sep 14

MODULE	DATE	Assignments/Activities/Topics	Due
Module 4: Sport Broadcast Writing	Sep 15- 21	Media assignment 2: Long Form Feature Readings: Chapter 10- Producing; Chapter 11- Cameras and visual communication; Chapter 12- Audio; Chapter 13- Editing, replays, and post-production; Chapter 14- Graphics and design elements Viewings: "The Basics of Feature Writing" by Brett Atwood	Sep 21
Module 5: Ethics and the Future	Sep 22- 28	Discussion 3: The future of sportcasting and ethical implications Readings: Chapter 17- Career development; Chapter 18- Finance; Chapter 19- Current trends and future possibilities; "The future of sports broadcasting" by Deloitte Quiz 2: Modules 3 and 4 (Chapters 6-14)	Sep 28
Module 6: Podcasting p. 1	Sep 29- Oct 5	Media assignment 3: Podcast Readings: Chapter 15- Directing and the flow of the crew; Chapter 16- The demo; "The Critical Sports Podcast" by Oliver Rick Viewings: "How to Edit a Podcast for Beginners" by Katie Steckly	Oct 5

MODULE	DATE	Assignments/Activities/Topics	Due
Module 7: Podcasting p. 2	Oct 6-12	Discussion 4: Podcast edits and feedback Readings: "10 Steps to a Great Podcast" by Resonate Recordings; Quiz 3: Modules 5, 6, and 7 (Chapters 15-19) Optional extra credit opportunity- Adopting podcast edits	Oct 12
Module 8: E-Sports and Course Conclusion	Oct 13-16	Readings: "Shoutcasters: Collecting Conventions" by Jesse Sell (p. 44-65); "Talking Esports" by Paul 'ReDeYe' Chaloner (p. 4-51) Quiz 4: Final Exam (cumulative)	Oct 16 (T)

Course Overview

Readings: You will have weekly readings from your textbook as well as supplemental readings posted on Canvas. The supplemental readings will include journal articles, website articles, or other scholarly readings provided by the instructor. You will also have weekly lecture notes you must read in order to perform well on quizzes, discussions, and papers.

Quizzes: You will have four quizzes (excluding the syllabus quiz) that are a total of 5 or 10 questions, with each covering lecture notes, supplemental materials like podcasts and videos, and chapter readings. Each quiz is worth 3.75% of your overall grade, or all four quizzes equaling a total of 15% of your total grade. Quizzes include multiple choice, true false, and short answers questions.

Media assignments: You will have three media assignments due in this course: a written long-form feature, a written or recorded review of a sport talk show, and a recorded podcast. Each assignment is 15% of your overall grade, or combined 45% of your overall grade. A description of each assignment can be found below.

- Long-form feature: Students will write a 900 to 1000-word long form feature about an athlete, coach, team, event or issue from the community (localized to the state of Texas or any community within Texas) – it can be issue or topic-oriented, investigative, or a profile. The long form feature needs to resemble a long form feature found from a media source as you are essentially creating a news article spotlight the issue of your choosing. You are required to include relevant images, videos, or other media to aid your long form feature. A rubric for the long form feature will be provided on Canvas. The long form feature will not abide my APA, MLA, or Chicago format and rather utilize in-text hyperlinks for sourcing purposes.
- Talk Show Review Debate: Students will write a 2-3 page, double-spaced analysis of a sport talk show OR develop a 2.5-4 minute video response (via YouTube or stitching a TikTok) to a sport talk show. The goal of this assignment is to critically analyze and interrogate claims made in a sport talk show (including talk shows on television, podcasts, social media, YouTube, etc.) and provide counterpoints to debate the substance of what is claimed in the talk show.
- Podcast: Students will develop a 5-10 minute podcast giving their opinion about an ethical or social issue surrounding sport. Topics will be provided to students two weeks before the podcast is due. Students are encouraged to outline their talking points on a prompt (paper, notecard, document on computer, etc.) to aid their presentation. Their podcast needs to include verbally citing at least three other sources that support or contradict their opinion. A rubric for the opinion-piece podcast will be provided on Canvas.

Discussions: You will have four discussions worth 10% each of your overall grade, or combined 40% of your overall grade. Each discussion will need a minimum of 300 words and will require responses to two other classmates at a minimum of 100 words. Your responses to classmates need to be thoughtful and academically professional. A simple “I agree because (insert one or two reasons here)” will not suffice. Provide nuanced criticism or agreement with logical or argumentative reasonings within your responses to other students.

Your discussion board submissions will be graded on four criterion: Responsiveness to the topic and readings, number of quality responses, number of days posted, and date of first post. For full credit for the responsiveness to the topics criteria assumes that the student's initial post summarized the assigned topic, added insights, provided specific reference to materials not assigned as part of class reading, and contained no errors in grammar. For full credit for the number of quality responses criteria, students will respond to two classmates in a substantive nature and extend the discussion beyond the original post, as well as contain no errors in grammar. For full credit for the number of days posted criteria, students are expected to post discussions on three different days in the week. For full credit for the date of first post criteria, students will post no later than Wednesday for their

initial post. While each discussion board for this course utilizes this grading criteria, some discussions may utilize a different grading rubric and that will be disclosed to students on a case-by-case basis. You can access this grading rubric on Canvas.

Communication, Grading, and Feedback

Email is my preferred method of contact. If you would like to communicate face to face, we can connect using Zoom or Microsoft Teams. I will usually respond within 48-72 hours for emails, and grade assignments every week to two weeks. Feedback on your performance in the course will be provided during the times I post grades, which is every week to two weeks.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Technical, Computer, & Software Requirements

You should have basic understanding of computers, collegiate-level academic writing, Microsoft Office, and Canvas. Understanding how to read academic articles, take notes on your own from a textbook you read on your own time, and knowledge of how to access academic articles using the UTPB are a must for this course.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#). You'll also need a computer with the capacity to record audio and video, use Audacity, and use YouTube.

Computer Technical Requirements

See [Technical Requirements](#).

Student Authentication

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*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications. For student authentication in our course, students are expected to at least take a picture with themselves and an aforementioned ID with their name visible on the ID, and submit the photo on Canvas.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Disclaimer & Rights

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Time Management

The time commitment for college courses is substantial, whether the course is face-to-face or online, and is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (time with the instructor) per week for a total of 16 weeks. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes *each week* in either a classroom or in Canvas, watching or listening to lectures and reading and posting to online discussions. In addition, the same student should expect 2-3 hours per week of homework (reading, studying, research and writing, meeting with groups, and such) in preparation for class.

Students in accelerated 7 or 8-week courses receive the *same* amount of instructional time **per credit hour**, but spread across fewer weeks. In effect, this means that in this class, you should expect to spend about 6 hours per week in the Canvas classroom, watching videos, reading Canvas modules, doing the activities requested of you, and participating in discussions.

As with instructional time, students in accelerated courses are expected to do the same amount of homework work **per credit hour** as students in full semester courses, though in 7 or 8 weeks instead of 16. Thus, in this class you should be prepared to spend 4-7 hours each week doing homework, reading, doing research, and so on, in addition to the instructional time.

Your registration for this course obligates you to read all of the assigned materials as well as all of the public discussion materials. All students are expected to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates.

Regular and active participation is essential to your success in this online course. As in face-to-face courses, the quality of your participation in the class depends on your regular attendance. Logging into Canvas one day per week is like showing up to class one day per week; it will produce similar results. Students must login to the course at least twice each week; successful students will do so more often and will probably post more often than minimally required to do. Your instructor uses the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

Preparation for Emergencies & Absenteeism

If a student is ever experiencing an emergency during this course and requires to take time away from class or otherwise disallow students from submitting assignments when they are due, it is the student's responsibility to communicate with the instructor as soon as possible to develop a plan for returning to class and submitting missed assignments. Failure to communicate with your instructor about an emergency which would challenge a student's completion of assignments can result in not being able to make up missed work.

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

End-of-Course Evaluation and Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.