

TECH 4103 – Innovation

Course Syllabus – Spring 2026

Course Number:	TECH 4103-X30
Course Title:	Innovation
Term & Year:	Spring 2026
Theme:	Innovation & Entrepreneurial Thinking
Delivery Mode:	Online (learning management system: D2L) – Asynchronous
Meeting Place & Time:	No mandatory class meetings: all activities and due dates posted in learning management system: D2L.
Optional Live Support:	Zoom/Teams meetings by appointment
Response Policy:	Messages are normally answered within 24 hours on weekdays and 48 hours on weekends. If you do not receive a response in that timeframe, please resend your message.
Course Dates:	January 20 - May 16
Credit Hours:	3 Credits

Last Revision: December 9, 2025

Instructor Contact Information

Instructor: Dr. Salem Naeeri

Email: salem.naeeri@msutexas.edu

Phone: 832-805-0985

Office Hours: Online by appointment via Zoom/Teams (schedule via email or learning management system: D2L).

Please review their privacy policies on the MSU website

If you encounter any difficulties with the course, course technology, or accessibility, please contact the instructor as early as possible so we can work together on solutions and/or connect you with campus resources.

McCoy School of Engineering Chair Contact Information

Dr. Raj Desai

Office: 3410 Taft Blvd., Wichita Falls, TX 76308

Phone: 940-397-4460

Fax: 940-397-4536

Email: raj.desai@msutexas.edu

Welcome & Getting Started

Welcome to Innovation (TECH 4103)

This course focuses on developing the creative problem-solving skills and innovation mindset needed for careers in industry. You will explore how ideas become opportunities, how to design simple business models and plans, and how to communicate innovation proposals to technical and non-technical audiences.

Getting Started Checklist

1. Review this syllabus carefully, including course policies, learning outcomes, assignments, and due dates.
2. Log in to learning management system: D2L and open the Course Home and Content areas.
3. Complete the Start Here / Student Information activity (introduction).
4. Verify your access to required textbooks and readings (see learning management system: D2L for current details), lecture slides and other posted materials, and a reliable computer with internet access.
5. Run a learning management system: D2L browser check and confirm you can open PDF, Word, and PowerPoint files.
6. Check the learning management system: D2L Calendar and Course Summary (Syllabus tool) for all due dates and grade weights.

Course Navigation in learning management system: D2L

- Syllabus – Key policies, learning outcomes, and course overview.
- Content → Modules – Weekly/module overviews, readings, tasks, and files.
- Assignments – Submission links, instructions, and rubrics.

- Discussions – Class interaction, reflection, and peer responses.
- Expect to spend 6–9 hours per week on readings, activities, and assignments for this 3-credit online course.
- In this course, you will interact with peers via discussion forums and collaborative analysis of innovative cases.
- You will interact with the instructor via announcements, feedback on assignments, and optional Zoom/Teams support.
- Grades – Feedback and scores for completed work.

Each week, start in Content → Module X → Overview, then open the assignments and discussions listed for that week. Due dates also appear in the Course Summary and Calendar in learning management system: D2L.

Course Prerequisites: Junior standing or the consent of the instructor.

Course Overview

Purpose in the Program

TECH 4103 fulfills a requirement in technology/industrial programs by building students' innovation and entrepreneurial thinking in real-world contexts. The course supports program outcomes by helping you understand core innovation and entrepreneurship concepts, apply creative problem-solving and opportunity recognition, design and evaluate basic business models, and communicate innovation proposals effectively in professional technical settings.

Course Description

This course prepares students for careers in industry by developing creative problem-solving abilities and other skills necessary for innovation and leadership. Students will learn to identify and filter ideas, build opportunities, write a business plan, understand basic business registration and intellectual property, and prepare a presentation for potential investors.

Required Textbook

Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2023). Entrepreneurship (12th ed.). McGraw Hill.

ISBN10: 1265821089 | ISBN13: 9781265821081

<https://connect.mheducation.com/class/s-naeeri-entrepreneurship>

Course Learning Outcomes (CLOs)

By the end of this course, you will be able to:

1. Define and differentiate key concepts in innovation, entrepreneurship, and corporate entrepreneurship in technical and industrial contexts.
2. Use creative problem-solving and opportunity recognition methods to generate, screen, and refine innovative ideas.
3. Design a basic business model and written business plan for an innovative product or service, including value proposition, customers, and revenue/cost structures.
4. Analyze market, organizational, legal, and financial factors that influence the feasibility and growth of innovation-focused ventures.
5. Identify and evaluate ethical and legal issues related to intellectual property, risk, and venture growth.
6. Communicate innovative analyses and proposals clearly and professionally in written, visual, and oral formats for technical and non-technical audiences.

Module-Level Objectives (MLOs)

Table 1. Module-Level Objectives (MLOs)

Module	Topics	By the end of this module, you will be able to...
M1	Orientation; Chapter 1 – The Entrepreneurial Perspective	<ol style="list-style-type: none">1. Locate key course components in learning management system: D2L and explain course communication and participation expectations (CLO1, CLO6).2. Define entrepreneurship and the entrepreneurial perspective in an industrial/technical context (CLO1).3. Describe the role of entrepreneurs in innovation and economic development (CLO1).
M2	Chapter 2 – Corporate Entrepreneurship	<ol style="list-style-type: none">2. Explain corporate entrepreneurship and how it differs from independent entrepreneurship (CLO1).2. Identify examples of corporate innovation in established organizations (CLO1, CLO4).3. Discuss organizational factors that support or hinder internal innovation (CLO4).

Module	Topics	By the end of this module, you will be able to...
M3	Chapter 3 – Generating and Exploiting New Entries (Part 1)	3. Describe how new market entries emerge from changes in technology, markets, and customer needs (CLO1, CLO4). 2. Identify basic steps involved in assessing a potential new entry (CLO2, CLO4).
M4	Chapter 3 – Generating and Exploiting New Entries (Part 2); Chapter 4 – Creativity and the Business Idea (Overview)	4. Apply at least one creative or idea-generation method to create potential business ideas (CLO2). 2. Distinguish between ideas, opportunities, and viable venture concepts (CLO2, CLO4).
M5	Chapter 4 – Creativity and the Business Idea (Deeper); Chapter 5 – Identifying Opportunities	5. Use simple tools to refine and develop business ideas into opportunity concepts (CLO2). 2. Use screening tools (e.g., a basic opportunity checklist) to evaluate potential opportunities (CLO2, CLO4). 3. Review and self-assess your understanding of key concepts from Chapters 1–5 in preparation for Quiz 1(CLO1–CLO4).
M6	Chapter 6 – Protecting Ideas	6. Identify major forms of intellectual property (patents, trademarks, copyrights, trade secrets) and when they apply (CLO5). 2. Explain why protecting ideas is important for innovative ventures (CLO4, CLO5).
M7	Chapter 7 – The Business Plan	7. Describe the purpose of a business plan for an innovative venture (CLO3, CLO4). 2. Summarize the content of each major section of a business plan (CLO3, CLO4). 3. Draft an outline for your own innovative business plan (CLO3).
M8	Chapter 8 – The Marketing Plan	8. Identify target markets and basic segmentation variables for an innovative product or service (CLO4). 2. Outline the key components of a simple marketing plan (CLO4). 3. Relate marketing decisions to the overall value proposition in your business idea (CLO3, CLO4).
M9	Chapter 9 – The Organizational Plan	9. Compare simple organizational structures that support new ventures (CLO4). 2. Identify key roles and responsibilities needed in an entrepreneurial team (CLO4). 3. Write a short paper (2–3 pages) on an innovation topic using course concepts and external sources (CLO6).

Module	Topics	By the end of this module, you will be able to...
M10	Chapter 10 – The Financial Plan	10. Identify basic elements of a financial plan (revenue, expenses, cash flow) for a new venture (CLO4). 2. Explain why cash flow management and budgeting are critical in early-stage ventures (CLO4). 3. Review and self-assess your understanding of key concepts from Chapters 6–10 in preparation for Quiz 2 (CLO3–CLO5).
M11	Chapter 11 – Sources of Capital	11. Compare common sources of capital for innovative ventures (e.g., bootstrapping, loans, angels, venture capital) (CLO4). 2. Evaluate the advantages and disadvantages of different financing options for a scenario venture (CLO4, CLO5).
M12	Chapter 12 – Risk Capital, Venture Capital, and Going Public	12. Explain core ideas related to risk capital, venture capital, and initial public offerings (CLO4, CLO5). 2. Identify typical expectations of venture capitalists and public markets (CLO4). 3. Plan an 8–10 slide innovation presentation tailored to a professional audience (CLO6).
M13	Chapter 13 – Strategies for Growth	13. Describe common strategies for growth in entrepreneurial ventures (CLO4). 2. Discuss growth-related risks and how they can be managed (CLO4, CLO5).
M14	Chapter 14 – Accessing Resources for Growth	14. Identify key resources (people, partners, infrastructure) needed to scale and sustain an innovation (CLO4, CLO5). 2. Connect growth resources to earlier business plan and marketing decisions (CLO3, CLO4). 3. Deliver or finalize your innovative presentation using effective professional communication (CLO6).
M15	Chapter 15 – Succession Planning and Harvesting the Venture	15. Explain succession planning and exit strategies for entrepreneurial ventures (CLO4, CLO5). 2. Integrate course concepts across Chapters 1–15 in preparation for Quiz 3 and the comprehensive final exam (CLO1–CLO6).

Module	Topics	By the end of this module, you will be able to...
M16	Final Week – Comprehensive Review and Final Exam	16. Review and synthesize key concepts from all course modules (CLO1–CLO6). 2. Demonstrate mastery of course learning outcomes on the comprehensive final exam (CLO1–CLO6). 3. Reflect on your learning and identify how you will apply innovation concepts in future professional contexts (CLO4, CLO6).

CLO–Module Alignment

Table 2. Alignment of Course Learning Outcomes (CLOs) with Modules

CLO \ Module	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16
CLO1 – Define/differentiate key concepts	✓	✓	✓	✓	✓										✓	
CLO2 – Idea generation & opportunity methods			✓	✓	✓										✓	
CLO3 – Business model & plan						✓	✓	✓							✓	
CLO4 – Market/org/legal/financial analysis		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CLO5 – Ethical & legal issues (IP, risk, growth)						✓				✓	✓		✓	✓	✓	
CLO6 – Professional communication	✓							✓			✓	✓	✓	✓	✓	

Textbook chapters, slides, and assigned readings are selected to support CLO1–CLO6 by building from core concepts to applied analysis and communication of innovation proposals.

Assessment & Grading

Evaluation Components & Weights

Table 3. Evaluation Components and Weights

Component	Description	Weight
Homework Sets (Ch's. 1–15)	End-of-chapter or module homework submitted via learning management system: D2L	20%

Component	Description	Weight
Quiz 1 (Ch's. 1-5)	Short-answer questions	10%
Quiz 2 (Ch's. 6-10)	Short-answer questions	10%
Quiz 3 (Ch's. 11-15)	Short-answer questions	10%
Final Exam (Comprehensive)	Short-answer questions over Ch's. 1-15	10%
Individual Paper	2-3 page paper with 2-4 references on an innovation topic	10%
Innovation Presentation	8-10 slide presentation on an innovation topic	10%
Discussions (4 graded forums)	Initial posts and replies	20%

Grading Scale

Table 4. Course Percentage and Letter Grade

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Alignment: Major Assignments and CLOs

Table 5. Major Assignments and Primary CLOs

Assignment	Primary CLOs Assessed
Homework Sets (Ch's. 1-15)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
Quiz 1 – Ch's. 1-5	CLO1, CLO2
Quiz 2 – Ch's. 6-10	CLO3, CLO4, CLO5
Quiz 3 – Ch's. 11-15	CLO3, CLO4, CLO5, CLO6
Final Exam (Comprehensive)	CLO1-CLO6
Individual Paper	CLO1, CLO2, CLO4, CLO6
Innovation Presentation	CLO1, CLO4, CLO6
Discussion Participation	CLO1, CLO2, CLO6

Module Schedule & Major Deliverables

Note: Exact calendar dates and final exam dates are posted in the learning management system: D2L Course Calendar and Course Summary. Always follow learning management system: D2L for official due dates.

Table 6. Module Schedule and Major Deliverables

Week / Module	Topic/Activity	Focus Topic(s) & Suggested Reading	Major Assignment / Due*
Week / M1	Orientation; Chapter 1 – The Entrepreneurial Perspective	Course overview; entrepreneurial perspective; role of entrepreneurs. Read: Chapter 1.	Start Here / Student Information activity; Homework (Chapter 1).

Week / Module	Topic/Activity	Focus Topic(s) & Suggested Reading	Major Assignment / Due*
Week 2 / M2	Chapter 2 – Corporate Entrepreneurship	Corporate entrepreneurship and innovation in established firms. Read: Chapter 2.	Homework (Chapter 2); Discussion 1 – topic from Chapters 1–2.
Week 3 / M3	Chapter 3 – Generating and Exploiting New Entries	Foundations of new entries and opportunity landscapes. Read: Chapter 3 (sections 1–2).	Homework (Chapter 3, Part 1).
Week 4 / M4	Chapter 4– Creativity and the Business Idea	Creativity, opportunity creation, and the business idea. Read: Chapter 3 (remaining sections) and Chapter 4 (overview).	Homework (Chapter 3, Part 2); Homework (Chapter 4 – overview).
Week 5 / M5	Chapter 5 – Identifying Opportunities; Quiz 1 (Ch's. 1–5)	Idea refinement and opportunity identification. Read: Chapter 4 (deeper content) and Chapter 5.	Homework (Chapter 5); Quiz 1 – Chapters 1–5.
Week 6 / M6	Chapter 6 – Protecting Ideas	Intellectual property and protecting innovation. Read: Chapter 6.	Homework (Chapter 6); Discussion 2 – topic from Chapters 3–6.
Week 7 / M7	Chapter 7 – The Business Plan	Purpose, structure, and content of the business plan. Read: Chapter 7.	Homework (Chapter 7); Draft business plan outline.
Week 8 / M8	Chapter 8 – The Marketing Plan	Marketing strategies and value proposition. Read: Chapter 8.	Homework (Chapter 8); Begin Individual Paper (2–3 pages on an innovation topic).
Week 9 / M9	Chapter 9 – The Organizational Plan	Organizational structure and the entrepreneurial team. Read: Chapter 9.	Homework (Chapter 9); Individual Paper due; Discussion 3 – topic from Chapters 7–9.
Week 10 / M10	Chapter 10 – The Financial Plan; Quiz 2 (Ch's. 6–10)	Financial planning, budgets, and cash flow. Read: Chapter 10.	Homework (Chapter 10); Quiz 2 – Chapters 6–10.
Week 11 / M11	Chapter 11 – Sources of Capital	Sources of financing for entrepreneurial ventures. Read: Chapter 11.	Homework (Chapter 11).
Week 12 / M12	Chapter 12 – Risk Capital, Venture Capital, and Going Public	Venture capital, risk capital, and IPO processes. Read: Chapter 12.	Homework (Chapter 12); Plan innovation presentation (8–10 slides).
Week 13 / M13	Chapter 13 – Strategies for Growth	Venture growth strategies and scaling. Read: Chapter 13.	Homework (Chapter 13); Discussion 4 – topic from Chapters 11–13.

Week / Module	Topic/Activity	Focus Topic(s) & Suggested Reading	Major Assignment / Due*
Week 14 / M14	Chapter 14 – Accessing Resources for Growth	Resources and partnerships for sustainable growth. Read: Chapter 14.	Homework (Chapter 14); Complete and submit innovation presentation (8–10 slides).
Week 15 / M15	Chapter 15 – Succession Planning and Harvesting the Venture; Quiz 3 (Ch's. 11–15)	Succession planning, exit strategies, and harvesting. Read: Chapter 15.	Homework (Chapter 15); Quiz 3 – Chapters 11–15; Final exam review activities.
Week 16 / M16	Final Week – Comprehensive Review and Final Exam	Comprehensive review of Chapters 1–15 and course wrap-up.	Comprehensive Final Exam; confirm all grades in learning management system: D2L ; course reflection activity.

*All due dates and times are posted in learning management system: D2L; typically, major assignments are due on Sunday by 11:59 PM of the listed week unless otherwise indicated.

Rubric Highlights

Detailed Rubrics for Major Assignments

Individual Paper Rubric (100 points)

Criterion	Exemplary	Proficient	Development / Needs Improvement
Content & Critical Thinking (30 pts)	Addresses the assigned innovation topic directly; demonstrates accurate understanding of concepts; provides insightful analysis, synthesis, or evaluation; integrates multiple perspectives or examples.	Addresses the topic clearly; shows generally accurate understanding of key concepts; provides some analysis and supporting examples.	Topic focus is unclear or too general; content is mostly descriptive; limited or inaccurate use of course concepts; minimal supporting detail.

Criterion	Exemplary	Proficient	Development / Needs Improvement
Use of Course Concepts & Research (25 pts)	Explicitly and correctly applies key concepts from the text/lectures; uses 3+ credible sources; sources are well integrated and clearly support claims.	Apply some course concepts with minor errors; uses at least 2 credible sources; sources generally support the discussion.	Little or no explicit use of course concepts; fewer than 2 credible sources or reliance on non-academic sources; weak connection between sources and claims.
Organization & Structure (20 pts)	Has a clear introduction, logically ordered body, and purposeful conclusion; paragraphs flow smoothly with effective transitions.	Includes introduction, body, and conclusion; paragraphing is mostly logical with some minor issues in flow or transitions.	Lacks clear structure; ideas appear disconnected or out of order; few or no transitions between points.
Writing Quality & Mechanics (15 pts)	Writing is clear, concise, and professional; virtually free of grammatical, spelling, or punctuation errors; tone is appropriate for an academic/professional audience.	Writing is generally clear; some errors in grammar, spelling, or punctuation but they do not interfere with meaning.	Frequent or serious errors in grammar, spelling, or punctuation that interfere with clarity; informal or inappropriate tone.
Formatting & Citation (10 pts)	Consistently follows required format (e.g., 2-3 pages, double-spaced); in-text citations and reference list follow a recognized style (e.g., APA) with few or no errors.	Mostly follows required format; minor issues with length, spacing, or citation style.	Does not meet basic formatting expectations; missing or incorrect citations; reference list incomplete or absent.

Innovation Presentation Rubric (100 points)

Criterion	Exemplary	Proficient	Development / Needs Improvement
Content & Alignment with Innovation Topic (30 pts)	Clearly explains an innovation topic or case; content is accurate, current, and well matched to course themes; demonstrates depth of understanding.	Explains the topic with generally accurate content; shows reasonable understanding of course themes.	Topic is unclear, inaccurate, or only loosely related to course themes; important points are missing or incorrect.

Criterion	Exemplary	Proficient	Development / Needs Improvement
Organization & Flow (20 pts)	Presentation has a clear opening, logical sequence of main points, and memorable closing; time is managed well; smooth transitions between sections.	Presentation is mostly organized; minor issues with pacing, sequencing, or transitions.	Lacks clear structure; ideas jump around; major issues with pacing or time management.
Visual Design & Clarity of Slides (20 pts)	Slides are visually clear and uncluttered; text is readable; graphics/tables support and clarify key points; consistent design.	Slides are readable with some minor issues (e.g., too much text on a few slides); visuals generally support the message.	Slides are crowded, hard to read, or inconsistent; visuals (if any) distract or do not support the message.
Explanation & Delivery (15 pts)	Speaker explains ideas clearly and confidently; uses appropriate pace and volume; minimal reliance on notes; engages the audience.	Speaker is understandable with occasional hesitations; may read from notes at times but still communicates main ideas.	Speaker is difficult to hear or follow; heavy reading from slides; limited eye contact or engagement.
Professionalism & Mechanics (15 pts)	Professional tone and language; no distracting behaviors; few or no errors in terminology or pronunciation.	Generally professional tone; minor distracting habits or language issues.	Informal or inappropriate tone; frequent distracting behaviors or terminology errors.

Discussion Participation Rubric (Per Discussion – 25 points)

Criterion	Exemplary	Proficient	Development / Needs Improvement
Timeliness & Participation (5 pts)	Initial post submitted by the mid-week deadline and at least two thoughtful replies posted by the final due date.	Initial post and at least one reply submitted by the final due date.	Late or missing initial post; fewer than required replies or no participation.
Quality of Initial Post (10 pts)	Addresses the prompt fully; connects clearly to readings or course concepts; provides specific examples or insights; advances the discussion.	Addresses the prompt; mentions readings or concepts in general terms; provides some explanation for example.	Superficial or off-topic response; little or no connection to reading; mostly opinion with minimal explanation.

Criterion	Exemplary	Proficient	Development / Needs Improvement
Quality of Replies to Peers (8 pts)	Replies move the conversation forward by asking questions, offering alternatives, or adding relevant examples; respectful and constructive feedback.	Replies are supportive and relevant but may be brief or mostly agreement without deeper elaboration.	Replies are minimal (e.g., "I agree") or not clearly connected to peers' posts; tone may be dismissive or unhelpful.
Writing Mechanics & Netiquette (2 pts)	Posts are clear and mostly free of grammar/spelling errors; follows netiquette guidelines (not all caps, respectful tone).	Some errors in grammar/spelling but meaning is clear; generally respectful tone.	Frequent errors that interfere with clarity; unprofessional or disrespectful tone.

Technology Requirements

- A reliable computer with a current operating system.
- Reliable internet (broadband recommended)
- A supported web browser (current versions of Chrome, Edge, Firefox, or Safari).
- Ability to view and create Microsoft 365 (Word, PowerPoint) presentations, and PDF files.
- Audio capability (speakers or headphones) for media content.
- If you experience technical issues with learning management system: D2L or campus systems, contact MSU technical support notify the instructor if the issue affects assignment submission.

Technical, academic, and student services.

1. Technical support

Contact MSU Helpdesk:

- Phone: 940-397-4278
- Email: helpdesk@msutexas.edu

2. Academic support

- Library (research help)

<https://libguides.msutexas.edu/az/databases>

- Writing center

<https://msutexas.edu/academics/graduate-school/writing.php>

- Trio - Student Support Services - MSU Texas

<https://msutexas.edu/academics/tasp/index.php> Supplemental Instruction

- Tutoring/academic success center

<https://msutexas.edu/academics/tasp/supplemental-instruction.php>

3. Student Services & Registration Support

- MSU provides a range of student services to support your success, including academic advising, counseling, tutoring, financial aid, and career services. For a current list of services and contact information, visit the MSU Texas Student Services page on the university website.
- For help with registration and your student record, you can use Banner Self-Service:
 - To prepare for registration: Log in to Banner Self-Service and check for any holds that must be cleared up before you can register.
 - To add classes: In Banner Self-Service, select Register for Classes, choose the term, and enter your alternate PIN. Use the Find Classes tab to search and add sections, then click Submit to save your changes.
 - To drop a class: From your list of registered courses, use the drop-down menu in the Action column and select Drop Web, then click Submit to confirm.
- Banner Self-Service:

<https://login.msutexas.edu/Midwestern-State-University/Welcome-to-Banner-Self-service?scrollTo=68dc048905f662001248e21a>

Course Policies

Policies & Procedures:

1. Submit Student Information Sheet:

Every student on this course is expected to complete the student information in discussion 1 at the beginning of the semester.

2. Course Content Structure:

The course is divided into 4 parts.

Every part cover:

- a. online homework.
- b. several chapters,
- c. online discussion topics, and
- d. online test.

You should read the textbook chapter first and then review the online power points provided. The power point will be summaries or elaborations of the textbook, and the homework is administered at the end of each chapter. After you have completed reviewing the power point, you should then log into "Discussion Tool" and post answers to the discussion question (specific to the part) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the due date on the schedule to receive full credit. You should also complete the Test/Quiz, by the set dates.

3. Grading and Feedback:

Most course activities will be graded within one week after the posted due date. You can review your scores and comments in the learning management system: D2L Gradebook. If you notice any discrepancy, contact me as soon as possible so we can resolve it. I will provide individual and/or general feedback within one week of the due date to help you understand your performance and next steps for improvement.

4. Cheating/Plagiarism/Academic Dishonesty:

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, 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 such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor or the attempt to commit such acts.

"Plagiarism" includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression, and media, and presenting that material as one's own academic work being offered for credit.

NOTE: Students found plagiarizing or cheating will receive zero for course activity which could cause failure in the class, suspension and/or dismissal from the college.

5. Discussion Board Participation:

Each discussion board post is worth 5% of the grade.

For each discussion question, students must first respond to the question directly, then secondly, read and respond to other students' posts and reply to at least two other students' responses (not optional). You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

6. Submission and Naming Convention of Course Activities:

Keep in mind the following standards/practices for naming and submission of assignments:

- a. All course activity files that will be submitted to the instructor should bear the name as follows:

First name + last name + the name of the assignment

Example: *Jane Doe Homework 1* or *Jane Doe Paper*

- b. Be sure to put your name at the top of each page header.
- c. Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace.

7. Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates.

Accommodation for Students with Disabilities:

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability.

This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity."

The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

8. 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 and will only be granted if the student has completed at least 75% of the course with a grade of 'C' or better and provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract that includes the incomplete course activities and the new due dates.

9. Netiquette:

Anything you type in the discussion area is public – which means that every student in this class (including your instructor) will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- a. Do not post anything too personal.
- b. Do not use language that is inappropriate for a classroom setting or prejudices regarding gender, race, or ethnicity.
- c. Do not all caps in the postings (it is considered shouting)
- d. Be courteous and respectful to other people on the list.
- e. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- f. If the posting is going to be long, use line breaks and paragraphs.
- g. Fill in the Subject Line
- h. Write your full name at the end of the post.
- i. Be careful with sarcasm and subtle humor; *one person's joke is another person's insult.*

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points that would have been granted, and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

10. Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

11. Tracking:

Learning Management System: D2L course platforms have a tracking feature. This feature quantifies how often students access different tools, pages, features, links, discussions, etc. in your course.

12. Absenteeism:

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. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course every week.

If I am going to be out because of ill health, attending a conference, etc you will be notified by email.

Hardware/Software Requirements:

Computer: Recent Windows or macOS system with sufficient memory to run a modern browser and Microsoft 365.

Browser: Current versions of Chrome, Edge, Firefox, or Safari.

Software: Microsoft 365 (Word, PowerPoint), Adobe Acrobat Reader, media player.

Internet: Reliable broadband connection.

Preparation for Computer Emergencies:

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as 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/if your personal computer crashes.

Server problems

When the server needs downtime for maintenance, the administrator will post an announcement in your course informing you of the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

Complete Loss of Contact

If you lose contact with me completely (i.e. you cannot contact me via email), you need to call me at my office and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files.

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., learning management system: D2L server crash or virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" regarding the timeline for submission.

End-of-Course Evaluation & Instructor Evaluation:

Every student must complete an end-of-course evaluation provided by MWSU.

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 MWSU to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Schedule

A daily or weekly schedule is not required or requires addendum as part of the syllabus. It does, however, help keep the course on track throughout the semester. It helps the instructor from "running out of time" at the end of a course, enables students to see what is coming up, where classes fit into the plan, and shows evidence of good planning and organization. It also saves the instructor significant planning time during the course. It is particularly important for an Internet course, because students "attend" classes at different times, so it helps to eliminate the logistical problems caused by changing the subject matter or improvising "on the fly."