

# TECH 4133 – Construction Technology

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## Course Syllabus – Spring 2026

### Course Information

<b>Course Number:</b>	<b>TECH 4133-X30</b>
Course Title:	Construction Technology
Term & Year:	Spring 2026
Theme:	
Delivery Mode:	Delivery Mode: Online (D2L – Asynchronous)
Meeting Place & Time:	No mandatory class meetings: all activities and due dates are posted in 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

### Instructor & Program Contacts

#### Instructor Contact Information

Instructor: Dr. Salem Naeeri

Email: [salem.naeeri@msutexas.edu](mailto:salem.naeeri@msutexas.edu)

Phone: 832-805-0985

Office Hours: Online by appointment via Zoom or Microsoft Teams (schedule via email or D2L).

Please review their privacy policies on the MSU website

If you encounter difficulty with course content, technology, or accessibility, 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**

Chair: Dr. Raj Desai

Office Address: McCoy School of Engineering, 3410 Taft Blvd., Wichita Falls, TX 76308

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## **Welcome & Getting Started**

### **Welcome to Construction Technology (TECH 4133)**

Welcome to Construction Technology (TECH 4133). In this course, we will explore how buildings and infrastructure are planned, constructed, and operated. You will learn about materials, methods, safety, construction documents, and major building systems across the full project life cycle.

The course is conducted entirely online using D2L. Along with the required textbook, you will use online lecture summaries and slides, sample problems and examples, and additional readings and videos posted in D2L.

You will complete homework assignments, quizzes, and projects aligned with each set of chapters. Discussions will be used to keep the learning process interactive and to connect course topics to real-world construction practice.

If you have any questions or concerns, please contact me by email. Your success in this course is my priority.

### **Getting Started Checklist**

- Review this syllabus carefully, including course policies, learning outcomes, assignments, and grade weights.
- Log in to D2L and open the Course Home and Content areas.
- Complete the Start Here / Student Information activity (introduction discussion).
- Verify access to the required textbook, posted lecture slides and media, and a reliable computer and internet connection.

- Run a D2L browser check and confirm you can open PDF, Word, and PowerPoint files.
- Check the D2L Calendar and Course Summary (Syllabus tool) for all due dates and grade weights.

Expect to spend approximately 6–9 hours per week on readings, activities, and assignments for this 3-credit online course.

### **Course Navigation in D2L**

- Syllabus: Key policies, learning outcomes, and course overview.
- Content → Modules: Module overviews, readings, lecture slides, and weekly tasks.
- Assignments: Submission links, instructions, and rubrics.
- Quizzes: Timed quizzes aligned with chapter groups.
- Discussions: Class interaction, reflection, and application to construction cases.
- Grades: Scores and feedback for completed work.

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

Course Prerequisites: Junior standing or consent of the instructor.

## **Course Overview**

### **Purpose in the Program**

TECH 4133 fulfills a requirement in technology/industrial programs by introducing students to construction processes, methods, and systems. Students will learn about construction technology, construction materials and management, project planning and control, and basic design coordination.

### **Course Description**

This course introduces students to construction technology; tools and equipment; building, plumbing, mechanical, and electrical codes; the Americans with Disabilities Act; appropriate clothing and protective devices for the job; tasks performed before site work begins; the sequence of tasks in constructing a building; and commercial, industrial, and engineered construction.

### **Required Textbook**

Blankenbaker, E. Keith. (2013). Construction and Building Technology (Latest Edition). Goodheart-Willcox.

- Print ISBN: 978-1-60525-810-2
  - Alternate/companion ISBN: 978-1-60525-812-6
- Construction and Building Technology - Goodheart-Willcox

Check D2L for any additional required or recommended readings.

### **Course Learning Objectives**

1. Gain a foundational understanding of the construction industry, its stakeholders, and the overall project life cycle from concept through operation and eventual renovation.
2. Develop a working knowledge of construction methods, materials, and systems used in residential, commercial, and infrastructure projects.
3. Build skills in planning, controlling, and documenting construction work, including safety, estimating, scheduling, and basic project management.
4. Recognize how building systems (structural, envelope, MEP) and site work integrate into a coordinated project and affect performance, cost, and constructability.
5. Explore emerging construction technologies, tools, and future trends, and evaluate their implications for productivity, safety, quality, and sustainability.

### **Course Learning Outcomes (CLOs)**

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

1. Describe the major phases of a construction project and the roles/responsibilities of owners, designers, contractors, and regulators.
2. Explain and compare common construction materials (concrete, metals, wood, masonry) and methods in terms of performance, constructability, and typical applications.
3. Apply basic safety principles, codes, and best practices to identify and mitigate common hazards on construction sites.
4. Interpret and use construction drawings, documents, and specifications to support planning, coordination, and field operations.
5. Estimate and analyze fundamental quantities, costs, and schedules for typical building components and site activities.
6. Describe and differentiate key building systems (structural frames, enclosure, plumbing, HVAC, electrical, communications) and explain how they are coordinated in the field.
7. Evaluate how construction technologies, tools, and equipment influence productivity, safety, quality, and resource use.
8. Discuss how innovation and future trends (automation, digital tools, sustainable materials) are reshaping construction practice.

## Module-Level Objectives

The course is organized into 16 modules (Modules 1–15 plus a final review module) aligned with textbook chapters. Each module includes specific objectives (MLOs) that support the Course Learning Outcomes. A summary is provided below.

Table 1. Module-Level Objectives (MLOs)

Module	Topics	By the end of this module, you will be able to...
M1(Ch. 1–2)	Industry overview, project types, controlling time, cost, quality, and scope.	<ol style="list-style-type: none"><li>1. Describe the basic structure of the construction industry and the types of projects it delivers.</li><li>2. Identify key project participants and explain their roles and relationships across the project life cycle.</li><li>3. Explain the concepts of time, cost, quality, and scope and how they are controlled on a project.</li><li>4. Describe common project delivery and control methods used to plan and manage construction work.</li></ol>
M2(Ch. 3-4)	Construction safety, regulations, and the overall construction process.	<ol style="list-style-type: none"><li>1. Identify common construction site hazards and explain basic methods to control or eliminate them.</li><li>2. Interpret fundamental safety regulations and guidelines applicable to construction activities.</li><li>3. Outline the major stages of the construction process from site mobilization through closeout.</li><li>4. Describe how safety is integrated into each stage of the construction process.</li></ol>

Module	Topics	By the end of this module, you will be able to...
M3(Ch. 5-6)	Tools, equipment, and concrete materials and procedures.	<ol style="list-style-type: none"> <li>1. Identify typical hand tools, power tools, and equipment used in building construction and explain their safe use.</li> <li>2. Distinguish between basic categories of construction equipment and describe when each is appropriate.</li> <li>3. Describe the properties of concrete and the roles of its constituent materials.</li> <li>4. Explain the basic steps in mixing, placing, consolidating, and curing concrete in the field.</li> </ol>
M4(Ch. 7-8)	Metals, wood products, and basic structural considerations.	<ol style="list-style-type: none"> <li>1. Describe common ferrous and non-ferrous metals used in construction and their typical applications.</li> <li>2. Explain basic metal fabrication and connection methods (welding, bolting, fastening).</li> <li>3. Identify common wood products (solid lumber, engineered wood, panels) and where they are used in buildings.</li> <li>4. Compare metal and wood systems in terms of structural behavior, durability, cost, and constructability.</li> </ol>

Module	Topics	By the end of this module, you will be able to...
M5(Ch. 9–10)	Masonry and architectural design and their impact on constructability.	<ol style="list-style-type: none"> <li>1. Describe basic masonry materials (brick, block, stone) and their properties.</li> <li>2. Explain how masonry units, mortar, and reinforcement work together in wall systems.</li> <li>3. Interpret simple architectural drawings and symbols used to communicate design intent.</li> <li>4. Explain how design decisions (layout, openings, materials) affect constructability and coordination in the field.</li> </ol>
M6(Ch. 11–13)	Construction engineering, documentation, and project management.	<ol style="list-style-type: none"> <li>1. Explain the role of construction engineering in supporting means, methods, and temporary works.</li> <li>2. Identify types of construction documents (plans, specs, RFIs, change orders, submittals) and their purposes.</li> <li>3. Describe the basic functions of project management: scope definition, planning, execution, monitoring, and control.</li> <li>4. Explain how documentation, communication, and coordination help keep projects on schedule and within budget.</li> </ol>

Module	Topics	By the end of this module, you will be able to...
M7(Ch. 14–16)	Estimating, scheduling, and site preparation.	<ol style="list-style-type: none"> <li>1. Describe the steps in preparing a basic quantity takeoff and estimate for selected building components.</li> <li>2. Explain the purpose of construction schedules and interpret simple bar charts or network diagrams.</li> <li>3. Identify typical site preparation tasks (clearing, grading, erosion control, temporary facilities).</li> <li>4. Explain how estimating, scheduling, and site preparation information are integrated in early project planning.</li> </ol>
M8(Ch. 17–19)	Earthworks, foundations, and floor systems.	<ol style="list-style-type: none"> <li>1. Describe common earthwork operations (excavation, backfill, compaction) and related equipment.</li> <li>2. Identify major types of foundations (shallow, deep) and factors that influence foundation selection.</li> <li>3. Describe typical floor systems (slab-on-grade, framed floors) and their components.</li> <li>4. Explain how soil conditions, foundations, and floor systems interact to support structural loads.</li> </ol>
M9(Ch. 20–22)	Walls, roofs, and enclosing the structure.	<ol style="list-style-type: none"> <li>1. Identify common wall systems (wood frame, masonry, metal studs) and explain their structural and enclosure functions.</li> <li>2. Describe typical roof types (low-slope, steep-slope) and basic roof framing methods.</li> <li>3. Explain the role of building envelopes in controlling heat, air, and moisture.</li> <li>4. Discuss how walls, roofs, windows, and doors must be detailed and coordinated to create a continuous enclosure.</li> </ol>

Module	Topics	By the end of this module, you will be able to...
M10(Ch. 23–25)	Plumbing, HVAC, and electrical power systems.	<ol style="list-style-type: none"> <li>1. Describe the main components of plumbing systems (supply, DWV, fixtures) in buildings.</li> <li>2. Explain the basic types of HVAC systems and how they condition and distribute air.</li> <li>3. Identify the major elements of a building electrical power system (service, panels, branch circuits, devices).</li> <li>4. Explain the coordination challenges among plumbing, HVAC, and electrical systems in shared spaces such as ceilings and shafts.</li> </ol>
M11(Ch. 26–28)	Communication systems, insulation, and interior finishes.	<ol style="list-style-type: none"> <li>1. Describe common low-voltage and communication systems (data, security, fire alarm) and their basic routing.</li> <li>2. Explain the purpose of thermal and acoustic insulation and interpret R-value information.</li> <li>3. Identify typical interior finishes (gypsum board, ceilings, flooring, trim) and their installation sequence.</li> <li>4. Discuss how the choice of insulation and finishes affects comfort, energy performance, durability, and aesthetics.</li> </ol>

Module	Topics	By the end of this module, you will be able to...
M12(Ch. 29–31)	Landscaping, final inspection, and project operation.	<ol style="list-style-type: none"> <li>1. Explain how site grading, planting, and hardscape contribute to drainage, erosion control, and aesthetics.</li> <li>2. Describe the purpose of final inspections, punch lists, and certificates of occupancy.</li> <li>3. Identify key components of project closeout (documentation, training, warranties, turnover).</li> <li>4. Explain the transition from construction to operation and the contractor's role in supporting facility start-up.</li> </ol>
M13(Ch. 32–34)	Remodeling projects, dam construction, and bridge construction.	<ol style="list-style-type: none"> <li>1. Describe unique challenges and safety issues associated with remodeling and renovation projects.</li> <li>2. Explain how existing conditions, structural constraints, and occupancy affect remodeling planning and execution.</li> <li>3. Identify major components and construction considerations for dam projects.</li> <li>4. Describe basic types of bridges and summarize key construction methods used in bridge work.</li> </ol>

Module	Topics	By the end of this module, you will be able to...
M14(Ch. 35–37)	Road construction, skyscraper construction, and advanced topics.	<ol style="list-style-type: none"> <li>1. Describe the basic steps in road construction, including subgrade preparation, paving, and drainage.</li> <li>2. Explain the structural and logistical challenges associated with high-rise (skyscraper) construction.</li> <li>3. Identify selected advanced construction technologies (e.g., prefabrication, automation, digital tools) and their applications.</li> <li>4. Discuss how infrastructure and high-rise projects differ from typical building projects in terms of planning, safety, and resource needs.</li> </ol>
M15(Ch. 38–39)	Advanced construction technology and construction in the future.	<ol style="list-style-type: none"> <li>1. Identify emerging materials, methods, and digital tools that are likely to shape future construction practice.</li> <li>2. Explain how automation, robotics, and off-site construction can affect labor, safety, productivity, and quality.</li> <li>3. Discuss potential impacts of sustainability, resilience, and climate considerations on future construction technologies.</li> <li>4. Reflect on how future trends may change roles, skills, and career paths within the construction industry.</li> </ol>
Module 16 (Final Week):	Final Week – Comprehensive Review and Final Exam	<ol style="list-style-type: none"> <li>1.</li> </ol>

### CLO–Module Alignment Summary (Accessible View)

The table below summarizes where each Course Learning Outcome (CLO) is primarily addressed across modules. Use this as an accessible overview of how weekly work supports the overall learning outcomes.

Table 2. CLO–Module Alignment Summary (Accessible View)

CLO	Primary Modules
CLO 1	M1–M2, M6–M7, M12–M16
CLO 2	M3–M5, M8–M12, M13–M14
CLO 3	M2–M3, M8, M13–M15
CLO 4	M6–M7, M9–M12
CLO 5	M7–M8, M10–M12
CLO 6	M9–M12
CLO 7	M3, M7–M8, M11, M14–M15
CLO 8	M14–M15, M16

Textbook chapters, slides, and assigned readings are sequenced to support CLO–MLO alignment, moving from foundational concepts (Modules 1–5) to applied methods and systems (Modules 6–15), and culminating in a comprehensive review (Module 16).

## Assessment & Grading

### Evaluation Components & Weights

Table 3. Evaluation Components and Weights

Evaluation Component	Weight
Homework Sets (Ch's. 1–39)	39%
Quiz 1 (Ch's. 1–8)	8%
Quiz 2 (Ch's. 9–18)	8%
Quiz 3 (Ch's. 19–30)	8%
Quiz 4 (Ch's. 31–39)	8%
Final Exam (Comprehensive)	8%
Individual Construction Technology Paper	5.5%
Construction Technology Presentation	5.5%
Discussions (4 graded forums)	10%
Total	100%

### Grading Scale

Table 4. Course Percentage and Letter Grade

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

## Major Assignments and CLOs

Table 5. Major Assignments and Primary Learning Outcomes

Assignment	Primary CLOs
Homework Sets (Ch's. 1–39)	CLO 1–8 (varies by chapter; see module map)
Quiz 1 (Ch's. 1–8)	CLO 1–3, 7
Quiz 2 (Ch's. 9–18)	CLO 2, 4–6
Quiz 3 (Ch's. 19–30)	CLO 2, 4–7
Quiz 4 (Ch's. 31–39)	CLO 1–3, 7–8
Final Exam (Comprehensive)	CLO 1–8
Individual Construction Technology Paper	CLO 2, 4, 7, 8
Construction Technology Presentation	CLO 2, 6–8
Discussion Participation	CLO 1–3, 7–8

## Grading and Feedback

Detailed rubrics or grading criteria for major assignments (homework, discussions, paper, and presentation) are provided inside D2L with each activity so that expectations are clear and grading is transparent.

Most course activities will be graded within one week after the posted due date. You can review your scores and comments in the D2L Gradebook. If you notice any discrepancy, contact the instructor as soon as possible so we can resolve it.

You will receive individual and/or general feedback to help you understand your performance and next steps for improvement.

## Module Schedule & Major Deliverables

Exact calendar dates and the official final exam window are posted in the D2L Course Calendar and Course Summary. Always follow D2L for official due dates.

Table 6. Module Schedule and Major Deliverables

Week / Module	Chapters	Topics & Major Deliverables	Due date
Week 1 / M1	Chs. 1–2	Introduction; Construction Technology; Controlling Construction; Homework (Chs. 1–2); Discussion 1	It is due on Sunday of week 2
Week 2 / M2	Chs. 3–4	Construction Safety; Construction Process; Homework (Chs. 3–4)	It is due on Sunday of week 3

Week / Module	Chapters	Topics & Major Deliverables	Due date
Week 3 / M3	Chs. 5–6	Tools & Equipment; Concrete; Homework (Chs. 5–6)	It is due on Sunday of week 4
Week 4 / M4	Chs. 7–8	Metals; Wood Products; Homework (Chs. 7–8); Quiz 1 (Chs. 1–8)	It is due on Sunday of week 5
Week 5 / M5	Chs. 9–10	Masonry; Architectural Design; Homework (Chs. 9–10)	It is due on Sunday of week 6
Week 6 / M6	Chs. 11–13	Construction Engineering; Documentation; Project Management; Homework (Chs. 11–13); Discussion 2	It is due on Sunday of week 7
Week 7 / M7	Chs. 14–16	Estimating; Scheduling; Site Preparation; Homework (Chs. 14–16); Quiz 2 (Chs. 9–18)	It is due on Sunday of week 8
Week 8 / M8	Chs. 17–19	Earthworks; Foundations; Floors; Homework (Chs. 17–19)	It is due on Sunday of week 9
Week 9 / M9	Chs. 20–22	Walls; Roof; Enclosing the Structure; Homework (Chs. 20–22); Discussion 3	It is due on Sunday of week 10
Week 10 / M10	Chs. 23–25	Plumbing; HVAC; Electrical Power Systems; Homework (Chs. 23–25); Quiz 3 (Chs. 19–30)	It is due on Sunday of week 11
Week 11 / M11	Chs. 26–28	Communication Systems; Insulation; Finishes; Homework (Chs. 26–28)	It is due on Sunday of week 12
Week 12 / M12	Chs. 29–31	Landscaping; Final Inspection; Project Operation; Homework (Chs. 29–31); Discussion 4	It is due on Sunday of week 13
Week 13 / M13	Chs. 32–34	Remodeling; Dam Construction; Bridge Construction; Homework (Chs. 32–34)	It is due on Sunday of week 14
Week 14 / M14	Chs. 35–37	Road Construction; Skyscraper Construction; Advanced Topics; Homework (Chs. 35–37); Quiz 4 (Chs. 31–39)	It is due on Sunday of week 15

Week / Module	Chapters	Topics & Major Deliverables	Due date
Week 15 / M15	Chs. 38–39	Advanced Construction Technology; Construction in the Future; Homework (Chs. 38–39); Individual Paper; Presentation	It is due on Sunday of week 16
Week 16 / M16	Review	Comprehensive Review; Final Exam	It is due on Sunday of week

Unless otherwise indicated, major assignments are due on Sunday at 11:59 PM of the listed week. All official due dates and times are posted in D2L.

## 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.

<b>Criterion</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Development / Needs Improvement</b>
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.

<b>Criterion</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Development / Needs Improvement</b>
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)**

<b>Criterion</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Development / Needs Improvement</b>
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.
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.

<b>Criterion</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Development / Needs Improvement</b>
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.
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.

<b>Criterion</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Development / Needs Improvement</b>
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](mailto: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.

## **8. 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.

## **9. 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.

## **10. 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.

## **11. 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.

## **12. 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.

### **13.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."