PHYSIOLOGY OF EXERCISE
Department of Health & Kinesiology
The University of Texas at Tyler

Course Syllabus

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Course: KINE 3311-001 (Fall 2017)
Class time: Wednesdays 11:00 a.m. – 12:20 p.m. (see Course Structure below)
Classroom: HPC 2255
Instructor: Scott A. Spier, Ph.D.
Associate Professor
Department of Health and Kinesiology
Office: Herrington Patriot Center 2186 (Inside of the Exercise Physiology Lab)
Phone: (903) 566-7427
Fax: (903) 566-7065
Email: sspier@uttyler.edu
Office hours: Tu/Th 11:00 a.m. – 1:00 p.m., or by appointment

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REQUIRED MATERIALS


Technical requirements: Minimum technological requirements that must be met in order to complete this course can be found in the UT Tyler Student Resources link in the GETTING STARTED module in Canvas. If you have technical problems, please refer those to Campus Computing Services.

COURSE DESCRIPTION

This course is designed to examine the physiological adjustments to a single bout of exercise (i.e., the transition from rest to exercise) and the physiological adaptations to repeated exercise (i.e., exercise training). Particular attention will be given to the neuromuscular, metabolic, and cardiorespiratory responses to exercise.

COURSE PRE-REQUISITES

The requirement for this class is prior credit in Anatomy and Physiology. The expectation is that you have completed both Anatomy and Physiology I & II. Very little time will be devoted to reviewing basic physiological principles and, instead, will focus on the physiological responses to exercise. It is imperative that you have a solid foundation in anatomy and physiology. If you did not do well in your anatomy and physiology class(es), I strongly encourage you to review those concepts with which you had trouble.

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COURSE STRUCTURE

This class will be delivered in a hybrid format. What this means is that half of the class will be delivered online and the other half will be delivered face-to-face. Instead of meeting twice per week, we will only meet once per week. However, you are required to complete the online module lessons prior to each week’s class meeting.

Course content will be delivered through Canvas. You can access Canvas through the UT Tyler Logins link at the top of the UT Tyler main website (you will need your ID and password). Important class resources, including the syllabus, course schedule, announcements, and external links, as well as the learning modules will be accessed here. The GETTING STARTED tab on the course Home page will explain the different functions you will use in this class.

Online content: The content of this course is divided into 13 modules, which you can access on the Home menu or the Modules link in Canvas. Within each module, you will find learning objectives, required reading assignments, recorded mini-lecture(s), and written/discussion assignments. The mini-lectures are intended to emphasize the concepts that I think are most important, organized in a sequence that facilitates learning. The textbook readings and lectures may overlap, but there is much information presented in the textbook that I do not present in the lectures, and vice versa. Therefore, it is important that you read and study the concepts presented in both the online lectures and the textbook. There will be a short 5-point quiz (Check for Understanding) in each module. These open-book, open-notes quizzes may be repeated as often as you would like, with only your highest score counting.

Each module must be completed by 11:59 p.m. on the day before our next the face-to-face (F2F) meeting. You will have a week to complete each online lesson prior to the next class. For example, for our F2F class meeting on Wednesday in Week 2, you will have from the end of class in Week 1 (our first meeting) until 11:59 p.m. the following Tuesday to complete the Module 1 lesson. Our F2F session in Week 2 will then discuss the concepts in the online Module 1.

In class: Our F2F meetings will focus on discussion of the difficult concepts in the weekly modules as well as applying those concepts. While the online lessons focus more on physiological principles, our F2F meetings will discuss the application of those principles to athletic and clinical situations. Additionally, class meetings may include, but are not limited to, short lectures, discussions, demonstrations, individual and small group quizzes, and/or individual and small group assignments.

COURSE OBJECTIVES

The course has several general objectives, listed below. More specific objectives are listed within each module of the course.

Upon successful completion of this course the student shall be able to:

1. Describe the separate and integrated responses of the neuromuscular, metabolic, cardiovascular, and respiratory systems to acute and chronic exercise.
2. Discuss the effect of exercise intensity and duration on the physiological responses to a single bout of exercise.
3. Explain the mechanisms of physiological adaptations in response to chronic bouts of exercise of various types.
4. Analyze physiological responses to exercise with respect to potential limitations in exercise performance.
5. Understand the significance of physiological adaptations to chronic exercise in terms of health and performance.

Specific learning objectives will be given in each module (in Canvas). Evidence of achieving these learning outcomes will be demonstrated through quizzes, exams, in-class discussions, and assignments.
**COURSE REQUIREMENTS AND EVALUATION**

*Exams:* There will be four online mini-exams given periodically throughout the semester (see Course Schedule). These timed exams are objective in format, consisting of multiple-choice and true-false questions over material from online lectures, in-class lectures and/or discussions, and assigned readings.

*Participation:* Several modules will require you to complete a short assignment or participate in a discussion of a topic related to that particular module. Assignments may include discussions, mind maps, or critical thinking and/or design activities. These assignments allow you to demonstrate your comprehension of the course material and your ability to express that comprehension through written or oral communication. You will be required to either turn these in or you will be called upon in class to discuss your assignment.

*Quizzes:* Each module contains a Check for Understanding quiz. You may complete these quizzes as many times as you would like. Online quizzes must be completed by 11:59 p.m. the day before our F2F class meeting.

*Mid-term and Final Exams:* In addition to the online mini-exams, there will be two exams given in class. The mid-term will test your knowledge of exercise metabolism and neuromuscular exercise physiology. The final exam will primarily cover cardiorespiratory exercise physiology, as well as physiological adaptations to training and detraining. See Appendix B for General Rules for Exams.

*Review sessions:* During the semester, I will provide weekly review sessions outside of class. These sessions are informal and designed to review the material that students find most difficult. These generally take on a Q&A format, so come with questions that you want to discuss.

*Evaluation:* Points for the above assignments will be allocated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (online)</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Exam (in class)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (in class)</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading will be based on a modified 10-point scale as detailed below:

- 89.5 – 100% A (excellent)
- 79.5 – 89.49% B (above average)
- 69.5 – 79.49% C (average)
- 59.5 – 69.49% D (below average; fail)
- < 59.5% F (well below average; fail)

See Appendix A for How Knowledge and Skills Relate to Students’ Final Grades

**IMPORTANT DATES**

- August 28: Classes begin
- August 30: Our first F2F meeting (HPC 2255)
- September 4: Labor Day holiday (no class)
- September 11: Census Date; Last day to file a Grade Replacement Contract
- October 2: Filing deadline for Fall 2017 graduation
- October 11: Mid-term Exam
- November 6: Last day to drop course with "W"
- November 20 – 24: Thanksgiving holiday (no class this week)
- December 13: Final Exam
COURSE POLICIES

Preparation: Students are expected to prepare for class by completing the weekly modules online prior to class. Furthermore, students are strongly encouraged to use the online resources that the publisher of the textbook has provided to supplement the text. Although we will not cover everything in the assigned reading in the online lectures or in class, it still should be considered a source for exam questions.

Punctuality: Students are expected to attend the F2F meetings and to arrive on time. Although attendance is not required, it is important because we will cover some information in class that will not be covered in the text or the online lectures. Do not expect to do well if you do not attend class regularly.

Participation: Students are strongly encouraged to ask, and respond to, questions in class; vigorous interaction in the class makes for much more interesting sessions for both instructor and students. Students are also expected to take copious notes in both online and in-class lectures and discussions.

Professionalism: Students are expected to display a professional attitude in all aspects of the course, including in online discussions, communication with the instructor and classmates, being attentive during lectures, and being respectful to the instructor and fellow classmates.

Review of material: Students are expected to review material daily. As a general rule, you should spend 2 – 3 hours per week per credit hour outside of class reviewing material. That means 6 – 9 hours per week for this class.

Quality of work: All assignments, including exams, presentations, participation, and projects, will be graded with rigor appropriate for upper-level undergraduate course work. All written assignments should incorporate correct grammar, spelling, and a logical flow of ideas. I have little tolerance for bad grammar and spelling mistakes. Please use the Spelling and Grammar tool in your word processing software.

Feedback on exams/assignments: I will strive to give timely feedback on all assignments. Although most assignments will provide instant feedback, there are some (e.g., exams) that will require grading outside of class. Due to the number of students in this class and the nature of the assignments, please allow approximately one week for evaluation and feedback on all exams and assignments. (I will notify you if I expect feedback to take a little longer for a particular assessment).

Classroom distractions: Please do not participate in any activity in the classroom that may be a distraction to other students or the instructor. This includes talking to neighbors during lectures or discussions, eating, texting, using your cell phone/iPad/laptop, checking or responding to e-mail, accessing social networking sites or other websites, reading other non-course related material, etc.

Policy regarding late submission of an assignment: No assignments or discussion posts will be accepted past their deadlines. Since completion of some assignments in this course depends on the completion of previous assignments, it is imperative that you submit your assignments on time.

Make-up work: Make-up exams and assignments will be given only according to University policy. On rare occasions (and for a valid reason), make-up exams can be scheduled by pre-arrangement with the instructor before the date of the exam. If any exam is missed due to illness, injury, or family emergency, the instructor should be notified prior to or within 24 hours of the missed exam.

Getting help: If you find yourself struggling in the class (especially if you fail an exam), you should meet with me as soon as possible so that we can determine what steps you need to take to succeed in the class. I’m available during my office hours or by appointment. I also have an open door policy.

If you have trouble with writing assignments, please contact the Writing Center on campus at 903-565-5995. They have tutors and other resources available to assist you with your written assignments.

COURSE COMMUNICATION

Course Announcements: Announcements will be posted periodically during the semester. You will be able to see these announcements on your course portal page and in your Patriots email account. Please check these frequently so you do not miss any important information.

E-mail communication: Instructors are required to use your Patriots account e-mail address for e-mail
correspondence. Therefore, any e-mail message originating from me will be sent to your Patriots account. However, if you send me e-mail from another personal account, I will reply back to that address. You may want to set up your personal e-mail account so that it pushes your Patriots account e-mail to your personal inbox. Due to teaching and research loads, it may take 1 to 2 business days to respond to e-mail; however, I'll make every effort to respond to e-mail on the same day. Please note that e-mails received on the weekends (late Friday through early Monday) will generally be responded to on the following Monday.

In all e-mail correspondence, please include the course number in the subject line (e.g., "KINE 3311 question" or "KINE 3311 assignment"). Failure to do so reduces the likelihood of me reading the e-mail. Please use correct grammar and punctuation. If your e-mail address doesn't contain your name, please sign your e-mail with your name at the end of the correspondence.

ACADEMIC DISHONESTY

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that students maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion:

"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
1. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
2. Using, obtaining, or attempting to obtain by any means, the whole or any part of, an unadministered examination or work assignment.

"Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

If you have any questions regarding plagiarism, please consult Chapter 8 of the Student Affairs Manual of Policy and Procedures.

This class will be conducted in full compliance with the UT Tyler "no tolerance" policies concerning documented cases of plagiarism and/or academic dishonesty. Any act of cheating or plagiarized work submitted will result in a grade of zero for that assignment and further disciplinary action may be taken. Please make use of the UT Tyler Writing Center if you have concerns about plagiarism.

COPYRIGHT

All handouts used in this course, including those delivered via Canvas, are copyrighted. The term "handouts" refers to all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, assignment sheets, recorded lectures, outlines, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.
UNIVERSITY POLICIES

(From the Handbook of Operating Procedures and the UT Tyler Website)

STUDENT RIGHTS AND RESPONSIBILITIES
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

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

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

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

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

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

DISABILITY SERVICES
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

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

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

EMERGENCY EXITS AND EVACUATION
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

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<table>
<thead>
<tr>
<th>Week (M-F)</th>
<th>Online (prior to class)</th>
<th>F2F meetings (Wednesdays)</th>
</tr>
</thead>
</table>
| Week 1 (Aug 28 – Sept 1) | Getting Started  
  Introduction to Course                                                    | Discussion  
  Introduction to Exercise Physiology  
  Homeostasis                                         |
| Week 2 (Sept 4 – 8)    | Module 1 – Structure/Function of Skeletal Muscle  
  Skeletal Muscle Structure  
  Skeletal Muscle Contraction                          | Discussion  
  Skeletal Muscle Fiber Types  
  Motor Unit Recruitment                                 |
| Week 3 (Sept 11 – 15) | Module 2 – Neural Control of Muscle  
  Structure of the Nervous System  
  Structure and Function of Neurons  
  Sensory-Motor Integration                            | Discussion  
  Neural control of force development  
  Factors affecting force development                   |
| Week 4 (Sept 18 – 22) | Module 3 – Bioenergetics  
  Energy Systems  
  Anaerobic Metabolism  
  Aerobic Metabolism                                     | Discussion  
  Review of Energy Systems  
  Lactate Metabolism                                     |
| Week 5 (Sept 25 – 29) | Module 4 – Hormonal Control of Metabolism  
  Hormonal Response to Exercise                          | Discussion  
  Principles of Substrate Utilization  
  Regulation of CHO & Fat Metabolism                    |
| Week 6 (Oct 2 – 6)     | Module 5 – Energy Expenditure and Fatigue  
  Measuring Energy Expenditure  
  Energy Expenditure During Exercise  
  Fatigue                                                 | Discussion  
  Factors Determining Endurance Success  
  Mechanisms of Fatigue                                  |
| Week 7 (Oct 9 – 13)    | Study for mid-term exam                                                               | MID-TERM EXAM  
  (Modules 1 – 6)                                       |
| Week 8 (Oct 16 – 20)   | Module 6 – Cardiovascular Control  
  Organization of the CV System  
  Control of Cardiac Function  
  Hemodynamics                                           | Discussion  
  Review Mid-term Exam  
  Control of CV System                                     |
| Week 9  (Oct 23 – 27) | Module 7 – Respiratory Control  
Organization of the Respiratory System  
Ventilation  
Gas Exchange and Transport | Discussion  
Factors Affecting Gas Exchange  
Control of Ventilation |
|------------------------|--------------------------------------------------|--------------------------------------------------|
| Week 10  (Oct 30 – Nov 3) | Module 8 – CR Responses to Exercise  
Central CV Adjustments to Acute Exercise  
Peripheral Adjustments to Acute Exercise  
Respiratory Response to Exercise | Discussion  
Review CR Adjustments to Exercise  
CV Consequences of Exercise in Heat |
| Week 11  (Nov 6 – 10) | Module 9 – Adaptations to Strength Training  
General Principles of Training  
Delayed Onset Muscle Soreness | Discussion  
Neural Adaptations to Strength Training  
Cellular Adaptations to Strength Training  
Strength Training for Special Populations |
| Week 12  (Nov 13 – 17) | Module 10 – Adaptations to Endurance Training  
General Principles of Endurance Training | Discussion  
CR Adaptations to ET  
Muscle Adaptations to ET  
Metabolic Adaptations to ET |
| Nov 20 – 24 |  | **THANKSGIVING BREAK** |
| Week 13  (Nov 27 – Dec 1) | Module 11 - Adaptations to μG (Spaceflight)  
Introduction to Microgravity  
Review articles on  
Muscle Adaptation to Spaceflight | Discussion  
Neuromuscular Adaptations to μG  
Compare with training/detraining/aging |
| Week 14  (Dec 4 – 8) | Module 12 - Adaptations to μG (Spaceflight)  
Review articles on  
Cardiovascular Adaptation to Spaceflight | Discussion  
Cardiovascular Adaptations to μG  
Compare with training/detraining/aging |
| Week 15  (Dec 11 – 15) |  | **FINAL EXAM**  
(Primarily Modules 7 – 13) |
APPENDIX A: How Knowledge and Skills Relate to Students’ Final Grades

The following list describes student knowledge and skills as they relate to final grades in this class:

“A” students know most details and understand all basic physiological processes and their responses to exercise. They have a global understanding of the big picture and can apply what they know to solve problems. They see how the body systems work together during exercise, and they can explain the mechanisms and functional significance of physiological responses to both acute and chronic exercise of various types, intensities, and durations. They search for common themes and mechanisms among systems. They attempt to solve problems in class and ask for assistance or work to figure out those they cannot solve easily. They are willing to take chances and be wrong. They read and reread. They prepare for each class and review material before and after class. They begin studying for exams in the first week and, thus, learn and not just memorize. They can logically express, orally and in writing, physiological processes and defend ideas and concepts.

“B” students know lots of details and most physiological processes and their responses to exercise. They have a good understanding in most areas but often lack practice in problem solving or have gaps in their understanding of processes or their functional significance. They attempt to solve problems in class and try to figure out some (but not all) of the problems they cannot easily solve. They often lack confidence in their problem-solving abilities, and they may be reluctant to be wrong. They complete reading assignments and prepare for most classes. They begin preparing for exams well in advance of the exam date. Although they may do well on objective assessments, they have some difficulty explaining, orally or in writing, physiological processes and responses to exercise or defending ideas and concepts.

“C” students are short on details and misunderstand some physiological processes and their responses to exercise. They usually memorize the material without really understanding it. They lack the ability to create cross-links between related bits of information, and they do not see how information fits into patterns. Consequently, they do not problem solve well. They may be able to name the pieces but not explain how they work. They attempt to solve class problems but give up when they cannot find the answer easily. They may or may not read or prepare for class. Although they may attend class, they may not be actively engaged and seldom ask questions in class. They usually do not make concept maps or learn processes. They seldom review material after class and, instead, wait until a couple of days before the exam to try to memorize the material. They may perform adequately on objective assessments, but have much difficulty explaining, orally or in writing, physiological processes and responses to exercise or defending ideas and concepts.

“D” students have incomplete factual knowledge and misunderstand basic physiological processes. They are also unwilling to admit this and to ask for help. They miss class or come to class without reading material in advance. They generally do not review material after class and, instead, wait until a day or two before the exam to try to memorize the material. They do not attempt to solve problems in class and depend primarily on knowledge they had coming into the course. They do not perform well on either objective or subjective assessments.

APPENDIX B: General Rules for Exams

- Students should arrive to class early on exam days. Exams will start no later than 11 a.m. and will end no later than 12:20 p.m. If you arrive after an exam starts, you should take your seat quietly so as to not distract others. If you arrive after the first exam is completed and turned in by another student, you will not be allowed to take the exam.

- You will be allowed to have a couple of pencils and erasers at your seat during exams. All other personal items, including books, notes, laptops, tablets, cell phones (turned off!), hats, earphones, etc., should either not be brought to class, left at the front of the room or zipped up in a backpack and placed out of view.

- Cheating on exams will not be tolerated. Talking to anyone other than the instructor or proctor, using a cell phone (or similar), or having any course-related material out during the exam will be considered cheating and appropriate action will be taken.

- You may ask the instructor for clarification of an exam question.

- Once you start the exam, you cannot leave the classroom until you turn in your exam. If you leave the classroom during the exam for anything other than an emergency, your exam will be collected and graded as is.

- Any study guide given for exams is intended only as a guide to help you study and is not to be viewed as the only source of questions that will be asked on the exam.

- Make-up exams will be given only for university-approved absences (flat tires, vacations, oversleeping, etc. are NOT valid university-approved absences). Since University-approved activities (i.e., athletic events, performances, religious observance, etc) are generally known at the beginning of the semester, it is up to the student to notify the instructor during the first two weeks of class if there is a conflict with any of the scheduled exams and to provide documentation of the event at least two weeks prior to the exam. In such an event, a make-up exam will be given prior to the exam to be missed. No exam will be given after its scheduled date. If the absence is due to a documented illness or emergency, the student should contact the instructor immediately and proper documentation should be presented to the instructor upon their return.

- You may review your exam during the instructor’s posted office hours or at another time designated by the instructor. Re-grade requests for exams containing addition/subtraction errors or answer key reading errors (errors by the instructors) will be accepted. All other re-grade requests must be made in essay format (double-spaced, 12-point font) and must address the specific question(s) to be re-graded. In your request, you must cite a published source that supports your answer. If your argument has merit, you will be awarded the appropriate points for that particular question. I reserve the right to re-grade the entire exam, and the grade may be affected positively or negatively.
APPENDIX C: Top 10 Tips for Success in this Class

In order to succeed in this class, you must master the content. You will not be able to do that by only watching the lectures or reading someone else’s notes. You must review and learn the material. I’ve listed a few tips that I think will help you in this regard.

1. Read material and learn definitions before class (Read, reread, then read it again). Use class time to understand complex processes rather than as your first look at the basic facts. Lectures and discussions will be a foreign language if you do not at least review new terms before class.

2. Right down questions about difficult or unclear concepts during your readings and lecture viewings. Ask those questions in class. You are normal if you have some difficulty and chances are others have the very same questions. Be comfortable asking for help.

3. Review material discussed in the online lectures and in class. Make pictures, lists, flow charts, concept (mind) maps...whatever works! The general rule is that you should spend 2 – 3 hours per week per credit hour. Since this class is 3 credit hours, that means 6 – 9 hours per week. This will vary by individual and some students may require more than 9 hours per week.

4. Make connections among material by flipping back and forth between resource materials as you study. Look up material from supplemental sources, especially any information that is background knowledge you need to review. The Internet is becoming powerful and more accurate as a source, but limit yourself to reliable sources (such as textbooks, peer-reviewed journal articles, etc.)

5. Ask yourself the global question of “How does this work?” Try explaining information to a friend. If you can explain processes, you have the facts, vocabulary, concepts, and overall understanding.

6. Use the study guide questions to gauge your understanding.

7. On written assignments and essay questions on exams, err on the side of explaining your answer in too much detail, rather than in not enough detail.

8. Don’t wait until the last minute to complete your work. Get started early on the modules and check your progress with me after class or in my office.

9. Be aware of all deadlines and exam dates.

10. If you find yourself struggling in the class or are still unsure of any concepts, ask me after class, during my office hours, or make an appointment with me to discuss the problem further.