

**THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH AND KINESIOLOGY
TENTATIVE COURSE SYLLABUS**

SPRING 2021

Course Title: Personal and Community Wellness
Course Number: ALHS 1300.060
Credits: 3 Hours
Prerequisites: None
Days/Hours of Class: Any
Room: Not Applicable, as the class is offered asynchronously online via **Canvas**.

INSTRUCTOR INFORMATION

Name and Title: Njororai W. W. Simiyu, Ph.D., Professor
Office Location & Phone Number: HPC 2200A; **(903) 565 5530**
Email Address: **wnjororai@uttyler.edu**
Emergency Number (Office): (903) 566-7031 (Tina Taylor)
Office Hours: Available electronically and via cell phone call or text message at 940 595 9190

COMMUNICATION WITH INSTRUCTOR

You may contact me throughout the semester by email at **wnjororai@uttyler.edu**. You can also use the messaging feature in CANVAS to contact me, which will automatically send a message to my CANVAS inbox as well as my email. If you would like to make an appointment with me, please email me and we can schedule a meeting on campus or via zoom. I will utilize your patriots email as well as CANVAS to contact you throughout the semester. **It is your responsibility to check your email and Canvas inbox.**

Note on emails: Every email you send to me related to the course should have “**ALHS 1300**” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. This applies especially if your email address does not include your name. Please allow at least 48 hours for me to respond to your email/message.

TEXTBOOK

Robbins Gwen, Debbie Powers and Sharon Burgess (2017). A Wellness Way of Life. New York: McGraw Hill Education: 11th edition, ISBN 978-0-07-352350-7

You may order this book from various sources, including the UT Tyler Bookstore: <http://uttyler.bncollege.com/>
Phone: 800-UTTYLER (800-888-9537) or 903-566-7070
Fax: 903-566-1435

COURSE DESCRIPTION:

ALHS 1300.060 Personal and Community Wellness: Study of individual, societal and cultural considerations in health and wellness; emphasis on health-related factors that a) the individual can affect and b) on individual decision-making.

STUDENT LEARNING OUTCOMES

By the end of this course, the student will be able to do the following:

1. Foundational Knowledge: Identify and discuss the major concepts related to personal and societal wellness
2. Application: Apply principles to design a personal/community wellness program
3. Human Dimension: Evaluate the changing cognitive, social, physical and motor abilities of an individual over the lifespan and develop a desire to lead an active lifestyle at personal and societal levels.

4. Learning how to learn: Incorporate technology to research and blog on important personal and community wellness issues.
5. Care: Demonstrate care and proactive intervention to advocate for active living at the individual level and in the community.
6. Integration: Use the trans-theoretical model to explain the relationship between individual willpower and behavior change in a society.
7. Foundational Knowledge: Demonstrate an understanding of the assessment for physiological change in physical fitness (i.e., cardiovascular, muscular strength, flexibility, and body composition) and explain the relationship of these changes with fitness and wellness.
8. Application: Prepare a sample fitness workout program for an individual of choice.

METHOD OF INSTRUCTION

This is a completely online course that will be conducted using an online platform called, CANVAS. Student learning experiences to include but are not limited to: a) observation and analysis of personal and others' wellness behaviors b) reading textbook and supplementary material c) online engagement via Canvas through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board d) completion of all assignments, projects, and exams.

Please read this syllabus carefully and in its entirety before you do anything else in the course. The syllabus is intended to provide key information at the outset of the course as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that the course is entirely online, so you are required to do your work via canvas. Complete assignments by the due date (see course schedule).

GETTING STARTED

Important information is provided in the "Announcements", in CANVAS (link located in the navigation bar on the left side of the screen in the course). The "Announcements, Getting Started and Modules" links on your CANVAS page will have most of your learning tasks including information about assigned reading, assignments and other important information. Please familiarize yourself with these links, as well as journals, discussion board, quizzes, examination, and blogs, at the beginning of the course; you will use them a lot throughout the course.

NOTE ON DISCUSSIONS

Online discussions are an essential component of this course. To do well in the course, you must participate regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that you check the discussion forums daily. Participation in discussions is so important that you will receive points toward your course grade based on the quantity, and especially the quality, of your participation. More information related to online discussions, including details of grading of participation, is presented later in this syllabus.

ASSIGNMENTS:

Do not collaborate with other students on assignments unless otherwise directed by the instructor

QUIZES: Every chapter in each module has a quiz at the end. After the completion of a quiz, you will automatically have access to the next chapter of the course and the related assignments.

BLOGS: This is an opportunity for you to express your thoughts on given issues based on experience, observation and reading in **between 300-350 words**. This is meant to capture your informed opinion based on knowledge derived from reading and how that knowledge applies in real life situations. Your opinion is important, so articulate it here! Cite at least one source, have a reference section and indicate the number of words used in your blog. Every reference should also appear in the body of the essay.

DISCUSSION BOARD: This is where you make original comments on given themes (**200 words**) and comment on two other posts in the course (**100 words each x 2**). *This is interactive, so it is OK to collaborate on discussions.* Let us be as civil with our language as possible. Stick to issues under discussion without use of derogatory language even when disagreeing. You must make an original post before you can see others' posts. Your original post should have a reference and citations. Every reference should also appear in the body of the essay. Indicate the number of words used in your posts.

Also observe these course Norms for Discussion Boards: This course includes discussion boards where you respond to fellow course participants about different themes. The DBs offer space for participants to extend their conversations with other course-takers. Maintaining appropriate etiquette for online forms of communication—or netiquette—is crucial to ensuring that these discussion forums offer a rich learning experience for all participants. Participants in the Course are asked to kindly follow six norms for proper netiquette:

- **Actively participate.** The Course experience is more enriching when it includes a greater number of voices and perspectives. By actively participating, course-takers have an opportunity to engage in discussions that further their understanding of different topics by broadening their perspectives.
- **Read and respond to the discussion threads.** The Course is designed for learners to learn from one another because research shows that learning is enhanced by engaging in meaningful discussions. A discussion does not take place by solely reading and responding to the initial prompts, but rather by reading other course-takers' posts and providing feedback, offering encouragement, and sharing relevant resources.
- **Embrace the diversity among course-takers.** In this course, you will be part of a community of learners that benefits from the exchange of diverse perspectives and experiences. We expect that all course-takers are respectful of these differences. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! To get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs. If someone says something that bothers you for any reason, assume that your peer did not mean to be offensive and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.
- **Be timely.** Research shows that discussions are most beneficial when people respond to one another in a timely manner. We ask that you do your best to stay on the same schedule as your classmates to maximize learning for all course-takers.
- **Be specific.** We encourage you to offer specific evidence from the posts or your own classroom experiences when posting to the discussion forums. Citing evidence whenever possible not only allows you to effectively support your ideas but also helps paint a picture for your readers, who may have different perspectives or who have had different experiences.
- **Use an appropriate tone and language.** Without nonverbal cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your use of tone and language before submitting posts in the discussion areas.

Feel welcome and enjoy interacting with one another as well as the content.

JOURNALS (100 words per takeaway): The Journals require you to articulate the key concepts and ideas that have stood out during your reading of a specific chapter. These are concepts you deem important to you. Every takeaway should be explained well in at least 100 words and supported by a citation. Every reference should also appear in the body of the essay. In your post, answer the questions "what did I learn? And why is it important?" Use citations, add a reference and indicate number of words used in the post.

Note very carefully:

1. Examples for a citation in the posts using APA style (http://student.ucol.ac.nz/library/onlineresources/Documents/APA_Guide_2017.pdf):

“Perfecting set-piece executions during practices and competition should be a top priority for coaches and players, as it can pay dividends in closely fought contests (Kuper, 2011). According to Kuper (2011), Sam Allardyce realized how vital set pieces were to his average team of Bolton Wanderers in the English Premier League. He therefore emphasized set-piece execution to a point where 45–50% of the team’s goals were emanating from set pieces, compared with a league average of about one-third (Njororai, 2013).”

2. Examples for references as per citations in 1 above using the APA style:

- a. Kuper, S. (2011, November–December). A football revolution. *Soccer Journal*, 28–34.
- b. Njororai W. W. S. (2013). Downward Trend of Goal Scoring in World Cup Soccer Tournaments (1930 to 2010). *Journal of Coaching Education*, Volume 6, Issue 1, PP. 111 – 125.
- c. Referencing course text: Robbins, G., Powers D., and Burgess S. (2017). *A Wellness Way of Life*. New York: McGraw Hill Education: 11th edition.
- d. Citing course text: According to Robbins et al., (2017) or Wellness is defined as.....(Robbins et al., 2017)

EXAMS

There will be a midterm and final examination. Specific dates are in the schedule below.

Note very carefully: I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. The responsibility is on the student to complete the work as per syllabus schedule. This is akin to the working-world, where it is your choice to report to work and employers love “self-supervised workers”.

COURSE EXPECTATIONS/TIME REQUIREMENTS

In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would in the traditional classroom format. “Rule of thumb”: a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3- hour traditional course leads to 9 hours a week and therefore 135 hours a semester. It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.

You will have access to all course materials systematically including exams, assignments and discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is a partially self-paced course, as you can complete some assignments ahead of time, but you must keep up with due dates as per the syllabus schedule. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (similar to a class in the traditional format). There will be quizzes, journal entries, blogs and discussion boards and the week in which they are due. Please refer to the syllabus schedule for due dates.

TECHNICAL SUPPORT

Because this is an online course, you need to know how to get help if and when you experience technical difficulties. UT Tyler’s IT Support department provides technical support for this online course. **For Canvas support**, click the Help button on the Global Navigation menu to the left to reach support via phone, online chat, or email. Canvas support is available **24/7** for both students and faculty. **For technical or computing support**, you can reach the Campus Computing Center (<https://www.utt Tyler.edu/ccs/cccl/>) during the week, Monday - Thursday 7:00 a.m. to 11:00 p.m., Friday 7:00 a.m. -

8:00 p.m., or on the weekends, Noon to 10:00 p.m. They are also available by email at itsupport@uttyler.edu, online chat, or phone at (903) 565-5555 (ext. 5555 on campus). They are located in the Business Building, Room 101.

GRADING

- 2 exams (1 mid semester and 1 end of semester) 30% (15% for each exam), Class Group Project and two- page report (10%), Journals (8%), Discussion Board (9%) and Blog (8%) and Quizzes (35%). Total 100%
- Grading
 A= 90-100%
 B=80-89
 C=70-79
 D=60-69
 F=59 and below

COURSE CALENDAR

This semester officially begins on Monday, January 11 and ends on Saturday, May 1, 2021. Because the course is wholly online, **you** have to strive to be diligent in the way **you** learn. So, be diligent and disciplined in reading, online learning tasks, and observation around the home and in the community. The Course Announcements area in Canvas presents occasional updates. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key weekly due dates and tasks on your own personal calendar.

KEY DATES:

- Classes Begin – January 11, 2021
- Martin Luther King Jr Holiday- January 18, 2021
- Census Date (11th Class Day) – January 25, 2021
- Registration for summer 2021 begins- February 1, 2021
- Priority Filing for summer 2021 graduation- February 15, 2021
- Spring break for faculty and students- March 8-13, 2021
- Last Day to Withdraw from Classes – March 29, 2021
- Study Day – April 26
- Final Exams for spring semester – April 27-30, 2021
- Spring 2021 Commencement scheduled for April 30, 2021.

COURSE SCHEDULE

WEEKS	Module and Lesson topic	ACTIVITY	REFERENCE/ RESOURCE/ Due Dates
1. January 11 to 31, 2021	Module 1: Wellness and Behavior change <ul style="list-style-type: none"> Understanding Wellness Changing Behavior 	1. Online familiarization with CANVAS and review of syllabus; Read Instructor's Profile and expectations on CANVAS 2. Discussion Board 1 (300 words): Post your self-introduction capturing who you are in terms of names, place of birth, birth day, leisure time activities and hobbies, favorite sports and sports teams, favorite food, career interest and favorite motivational quote, your 3 strong attributes and one weakness that you have and desire to change. Also respond to what two other people have said in their posts (100 words each).	<ul style="list-style-type: none"> Course Syllabus Textbook reading Chapter 1 and 2 Quizzes 1 to 2. <ul style="list-style-type: none"> Deadline for Module one assignments: January 31, 2021

		<p>3. Discussion Board 2: (200 words)- Take Lab Activity 1-1 Healthy Lifestyle: Self-Assessment and identify the areas you scored the lowest or you would like to improve on. Additionally, identify three of your risky behaviors and then identify a strategy for making a change (see example on page 19). Also respond to two other posts using 100 words for each.</p> <p>4. Discussion Board 3 (200 words)- Take Lab Activity 1-2- Assessing Your Wellness- and evaluate yourself and explain;</p> <p>a. Your areas of strength.</p> <p>b. Areas where you are weak.</p> <p>And c. What areas can you change? Also respond to two other posts using 100 words for each.</p> <p>5. Journal 1 (400 WORDS): Explain FOUR takeaways from module 1 (TWO from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway.</p> <p>6. Blog 1: in 300-400 words, state one of your behaviors that you have had to change or would like to change. Use the Transtheoretical model to describe and illustrate your behavioral change. Include citations, Indicate number of words and references.</p>	
2. February 3 to 14	<p>Module 2: Fitness Concepts and practice</p> <ul style="list-style-type: none"> • Developing and Assessing Physical Fitness • Maximizing Cardiorespiratory Fitness • Developing Flexibility • Developing Muscular Fitness 	<p>7. Discussion Board 4 (200 words): This is to invite your perspectives on chapter 3 and specifically respond to the question: Why is it so difficult for people to keep up with their new year resolutions of exercising and eating healthy for an entire year? Also respond to what two other people have said in their posts in 100 words each.</p> <p>8. Blog 2: Visit a Gymnasium or a restaurant, observe and study the exercise/eating behaviors of the participants/people. Share your findings pertaining to the place, setting, and kind of people, unique behaviors, and your thoughts in 300 words. Include citations to support your observations; Indicate number of words and references.</p> <p>9. Discussion Board 5 (200 words): Sharing a family dinner table or going out to watch a sporting event can bring about the best and worst memories in our lives. What are some of the 3 best moments and 2 not so great moments that you can recall around “food” and “sports”. Also respond to what two other people have said in their posts in 100 words each</p> <p>10. Module Journal 2: Explain FOUR takeaways from module 2 (ONE from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway. Indicate word count.</p>	<ul style="list-style-type: none"> • Chapter 3, 4, 5, and 6 • Quizzes 3, 4, 5 and 6 • Deadline for Module two assignments: February 14

3. February 15 to 28, 2021	<p>Module 3: Exercise Considerations and Injury Prevention</p> <ul style="list-style-type: none"> • Exploring Special Exercise Considerations • Preventing Common Injuries and Caring for the Lower Back 	<p>11. Discussion Board 6 (200 words): As an individual how do you prevent injuries in your exercise and life endeavors? What advice would you give to an active 60 -year old grandmother to prevent lower back pain? Also respond to what two other people have said in their posts in 100 words each.</p> <p>12. Module Journal 3 (400 WORDS): Explain FOUR takeaways from module 1 (TWO from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway.</p> <p>13. Blog 3 (300 words): During summer, a number of athletes succumb to deaths during training in extreme heat. What safety recommendations would you offer to a team or group exercising in hot and cold weather conditions? Include citations to support your observations; Indicate number of words and references.</p>	<ul style="list-style-type: none"> • Chapters 7 and 8 • Quizzes 7 and 8 • Deadline for Module 3 February 28, 2021
4. March 1 to 29	<p>Module 4: Health and wellbeing</p> <ul style="list-style-type: none"> • Maximizing Heart Health • Coping with Stress • Eating for Wellness • Achieving a Healthy Weight • Preventing Cancer 	<p>14. Blog 4 (300-400 words): Take a close interest and look into your community either around college or in your home city. Interview TEN people and establish their various sources of stress and how they manage to cope with those stressors. How can people generally prevent stressful lives? Include citations to support your observations; Indicate number of words and references.</p> <p>15. Module Journal 4 (400 WORDS): Explain FOUR takeaways from module 4 (ONE from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway.</p>	<ul style="list-style-type: none"> • Midterm online: March 4 and 5 <p>Chapter 9, 10, 11, 12 and 13 Quizzes 9 to 13</p> <ul style="list-style-type: none"> • Deadline for Module 4: March 29
5. March 30 to April 21	<p>Module 5: Other health and wellness considerations.</p> <ul style="list-style-type: none"> • Understanding Substance Abuse and Addictive Behavior. • Preventing Sexually Transmitted Infections. • Exploring Lifetime Wellness Issues. 	<p>16. GROUP PROJECT REPORT DUE April 15)</p> <p>17. Discussion Board 7 (200 words): Why is it often difficult for people to talk about STDs openly? Is it important to talk more openly about them especially among college students? What would make it easier to discuss them? Also respond to what two other people have said in their posts in 100 words each.</p> <p>18. Module Journal 5 (300 WORDS): Explain three takeaways, ONE from each chapter, from module five. What did you learn and why is it important to you and career? Use 100 words for each takeaway</p> <p>19. Blog 5 (300 words): Final detailed reflections on your five KEY takeaways from the course and your overall thoughts on the strengths of the course and what can be improved upon.</p>	<ul style="list-style-type: none"> • Chapter 14, 15 and 16 • Quiz 14 – 16. • GROUP PROJECT DUE April 15. • All other assignments due April 21
April 28 - 29		FINAL EXAM	April 28-29

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. THEREFORE, YOUR ATTENDANCE AND ATTENTION TO THE ANNOUNCEMENTS IN CANVAS ARE CRUCIAL BECAUSE IT WILL ASSIST YOU REMAIN CURRENT ON THE MATERIAL AND KNOW WHEN THE SYLLABUS MAY BE MODIFIED.

UNIVERSITY POLICIES: Visit - (<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>)

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

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

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. 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 of which students need to be aware. These include:

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

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions 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/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of

Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> the SAR office located in the University Center, # 3150 or call 903.566.7079.

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.

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

i. **"Cheating" includes, but is not limited to:**

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

ii. **"Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.**

iii. **"Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.**

iv. **All written work that is submitted will be subject to review by plagiarism software.**

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses
- UT Tyler Counseling Center (903.566.7254)
- Covid-19 Information and updates: <https://www.uttyler.edu/reboot/>

BEST WAYS TO LEARN: TIPS FOR SUCCESSFUL SELF-DIRECTED LEARNING

1. MAKE THE MOST OF YOUR NOTES

Review your notes as soon as possible after class. Fill in any missing information by consulting your text or asking classmates or your instructor for clarification. Spend time organizing your notes and making connections with content you have previously covered. Create flashcards for key vocabulary, facts, and content.

2. PUT IT IN YOUR OWN WORDS

Shortly after completing assigned readings or after reviewing your notes from class, take a few minutes to put the concepts studied in your own words. It can be very helpful to "teach" or explain the content to someone else. You can even pretend to teach others if your friends are not that interested in learning more about physics!

3. BE AN ACTIVE READER

Stop every few pages and ask yourself questions about what you just read. Turn section headings into questions and answer them in your own words. Make connections between what you read and what you have already learned. Create quiz questions that may appear on a test and write them on note cards for later use.

4. SCHEDULE STUDY SESSIONS

Set aside a few times each week to study for each course. Study your notes from the current class and then restudy notes from prior classes. Use your practice test questions and flash cards. Keep quizzing yourself until you can reliably recall the information, and then take the cards out of weekly rotation. Add them back in prior to any final assessment.

5. MIX DIFFERENT TYPES OF PROBLEMS

When you practice two or more concepts at the same time, retrieval is harder but produces longer lasting learning and lets you apply what you are learning. For example, practicing different types of math problems makes you more skilled than working on a set of common problems.

6. "A" and "C" Student Distinction: It is your choice

Generally Observed Student Characteristics (John H. Williams, *The Teaching Professor*, 7,7, pgs. 1-2, 1993)

The "A" Student:

Attendance - "A" students have nearly perfect attendance.

Preparation - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.

Curiosity - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.

Retention - "A" students can retain new material and connect past learning to the present.

Attitude - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.

Talent - "A" students possess a special talent. It may be exceptional intelligence and insight, or it may be unusual creativity, organizational skills, commitment, and perseverance - or a combination thereof. These gifts are evident to the professor and usually to the other students as well.

Results - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

The "C" Student:

Attendance - "C" students miss class frequently and they put other priorities ahead of academic work

Preparation - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.

Attitude - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language

often expresses boredom.

Talent - "C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent but are simply average in academic ability.

Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.

Remember:

1. When it comes to eating right and exercising, there is no 'I'll start tomorrow.'

Tomorrow is disease - V.L. Allinear

2. When I say I lack the time to exercise, is this really true given that I have time to watch television? Perhaps it is just difficult for me to admit that I may be lazy

- Keshavan Nair, A Higher Standard of Leadership

3. Those who think they have not time for bodily exercise will sooner or later have to find time for illness - Edward Stanley

4. Your journey to a healthier weight is not a journey that you start and then give up. It is a journey that you are living every day for the rest of your life - Thich Nhat Hanh, Savor