THE UNIVERSITY OF TEXAS AT TYLER

COLLEGE OF NURSING

COURSE SYLLABUS

NURS

NURS 6310: Philosophy of Science

Fall 2016

Faculty

Dr. Jenifer Chilton, PhD, RN

Welcome and Special Acknowledgement

Greetings, Nurse Scholars! Welcome to one of your first doctoral courses, Philosophy of Science! I have been told I have a propensity to think differently and since I actually loved *Flatlands* it means I am a natural fit to be your guide in this course! I want this to be an interesting and engaging course for you.

In this course, we will examine the philosophical underpinnings of the profession of nursing. We will explore the evolution of science and knowledge through the ages and dissect how nursing has taken advantage (or not) of the progress over the past several thousand years. The goals of this course are to develop your natural inquisitiveness, hone your powers of argument, and encourage perfection in the art of pondering. Overall, it is a thinking course that will enhance your own potential in this program and contribute to the evolving profession of nursing. We will think together, question together, and laugh together. I want this course to be mind-expanding, confidence building, and provide the opportunity to discover your own innate ability to make a difference as a doctoral-prepared nurse.

You will be an active participant in your learning process in this hands-on course. The structure of this course will look familiar. Each **Module** will describe a particular goal toward understanding and contributing to the philosophical discussion with examples and supplemental materials all geared toward proficiency in the content. The modules will specify required reading, writing, and discussion assignments.

Read each section carefully. If you have any questions, make a note of them, and we will address them in our Discussion Board (DB). We will have a General Course Questions section on the DB similar to what you had this summer.

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. You can access a printable version of course material by clicking the link. You will need to download a free Adobe Reader to view pdfs if you have not already done so.

Gratitude and special thanks go to Dr. Lynn Wieck who originally developed this course to help launch new PhD students into the world of philosophy. Because of her caring and generosity, you will see many of her tips, helps, and PowerPoints throughout the course.

You have had a sampling of online education during the past summer semester. Some of you may have found it to be dramatically different from your previous educational experiences. You have gained confidence that there is help and support at the other end of the "SEND" key. You are not alone. You will like the flexibility that online courses afford you in managing your valuable time.

I want to stress to course participants that the key to successful completion of this online course, or any online course, is organization. The syllabus and schedule outline in detail the expectations, including required textbooks, grading policies, assignments, projects, and a schedule of due dates. This is not a self-paced course. Deadlines exist because the course follows the UT Tyler academic calendar and to help you successfully complete the course in a timely manner. The expectations are clearly articulated, and we will be available throughout the semester to answer any questions to facilitate your acquisition

and mastery of the content. This is a partnership effort, and we will work together to move you forward toward graduation and your PhD.

I am delighted to have you along for this journey into the philosophy of nursing science. This opportunity to expand your mind and experiment with creative thought in a protected environment is one of the blessings of graduate education. You can try out new ideas, explore new approaches, and experiment with creative ways to get new solutions to old problems, and we will help you, encourage you, and mentor you on this journey. You will be encouraged and rewarded for thinking, pondering, and ruminating on great mysteries that have puzzled you for years. You will have thoughtful, insightful colleagues who will ponder with you and help you arrive at new directions. Doctoral education is a mind-expanding, old rule-breaking, vision-producing experience that is only limited by your own insecurities and fear of risk. We are here to prop you up, share your pain, and raise you on our shoulders for the world to see your success. There is much to be done in the world of nursing. It will be done by nurse scholars like you who have the depth, breadth, experience, and education to solve the unsolvable. We are so glad to have you on this journey.

Away we go!

Jenifer Chilton

Course Title: NURS 6310 Philosophy of Science

Course Description

The origins and development of philosophy and science are explored. Includes analysis of current state of the science, ways of knowing, models of knowledge generation, criteria for causation, and argumentation. Participants will read assigned materials, engage in online dialogue, and ponder the evolution of philosophical thought. Products of this course will be evidence of proficiency demonstrations through documentation of dialogue and scholarly papers.

Prerequisites

Provisional or full acceptance into the doctoral program or permission of the instructor(s) is the only prerequisite for this course.

Instructional Goals and Objectives

Upon successful completion of the course, the student should be able to:

1. Analyze the bases and applicability of prominent philosopher's and their thinking to modern-day nursing.
2. Compare and contrast world philosophies as advisory to scientific evolution of nursing.
3. Relate the contributions of philosophy to scientific advancements and to global scientific reasoning.
4. Analyze the nature and activity of science and demonstrate application to the generation of nursing science.

Instructor Contact Information

Dr. Jeni Chilton

Instructor	Jeni Chilton, PhD, RN
Office	Online
Office Hours	Online
Course Email	jchilton@uttyler.edu
Office Phone	903-565-5874/903-721-2214
Fax	903-565-5533

Textbook Information, Other Readings and Materials

The required textbooks for this course are:

Abbot, E. *Flatland*, first published in 1914, reissued at intervals, best copy is one with forward by Isaac Asimov, (1984). The full text is available on the Internet. Also available in most public libraries and in used books stores.

Rodgers, BL. (2005). *Developing Nursing Knowledge: Philosophical Traditions and Influences.* ISBN 0-7817-4708-2. Philadelphia: Lippincott, Williams, & Wilkins.

American Psychological Association (APA) *Publication manual of the American Psychological Association, 6th edition.* Washington D.C.: Author.

Recommended (not required) texts and resources:

Perspectives on Philosophy of Science in Nursing: An Historical and Contemporary Anthology . Authors: Carol Polifroni and Mary Louise Welch. 1999. J.B. Lippincott. (This book has a lot of the original writings and articles that are difficult to find today. It also has some insightful information about philosophy and nursing. It has not been updated in 8 years, so you may be able to find an old copy if you wish to purchase. It is truly an optional resource, but it has some excellent resources that you may use in this and future courses.)

Grading Information

Final grades for the course will be determined based upon the following point assignments:

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

The work you will perform for this course is weighted as follows:

    30% - Module 1 - Blog
    30% - Module 2 - Philosophical Argument paper
    30% - Module 3 - State of the Science paper
    10% - Engagement grade: Discussion Boards and Blog participation

Late assignments: It is essential that you keep up in courses. We cannot accept any papers after the due date unless prior arrangements have been made. Please do not assume that notifying us implies permission to turn in a late assignment; we will weigh the reason, previous requests for extensions, and timing when making the decision to allow an extension of the due date.

Interactive Postings (Discussion Boards, Blogs and Email) - Grading Criteria

The purpose of the interactive dialogues in an online doctoral program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, we will expect you to share ideas you have gained from the literature, noting the source when appropriate and interpreting into your own words. We will also expect that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. It is not important to use big words or even a lot of words (remember, the world values parsimony), but we are eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare. The following information will give you some guidelines and allow you to see the thinking process we will use to assign a grade to the discussion board exercises.

CRITERIA/POINTS	<80	80-89	90-100
Format and logical progression of posting	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information.	midpoint	Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.	midpoint	Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or	midpoint	Posting shows an astute awareness of the needs of the learning community with an interest in their growth and

	disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly.		knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that are open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way.

Course Requirements

 Module Deliverables

- **DELIVERABLE** - Introduction. *World View Paper* (no grade, included in engagement grade) Thinking about your philosophical approach to your nursing practice and your envisioned future, you will write a 1-3 page statement of your world view of nursing. You will discuss the evolution of your worldview and how it advises your approach to nursing. You will predict the stability of this worldview in regard to your plans for the future. APA format required.

- DELIVERABLE - Module 1. *Socrates Opines Blog* participation. For five weeks we will engage in a discussion of different topics from the viewpoint of the philosophers over the centuries. Socrates will post a weekly question that you will answer from the viewpoint of one of the philosophers from the school of thought we are investigating that week. You may choose any philosopher as long as he (or she) is in the same time and school of thought for that week. You are to post comments on FOUR of the five weeks. Guidelines for postings and grading criteria are available in Assignments tab.

- DELIVERABLE - Module 2. *Philosophical Argument Paper* will address an issue in nursing which has two or more viewpoints. You will use the Toulmin Argument Model to develop this paper. See Instructions/ Grading Criteria for more information about format, preparation, and expectations (Assignment tab). To see how this type of paper might look, refer to the sample paper provided in the Assignment tab.

- DELIVERABLE - Module 3. *State of the Science Paper* will be a written paper done in tandem with the Scholarship course. You will not be negatively affected if you are not taking Scholarship at this time. See Instructions/ Grading Criteria for more information about format, preparation, and expectations (Assignments tab).

- ENGAGEMENT - 10% of grade will come from your preparation and commitment to the philosophical maturation of your fellow students supported by relevant reading to support your logical, meaningful, and probing analysis on the discussions and responses to the Blog and other Discussion Board issues. You will use integration of materials from a variety of sources, synthesis

of materials, and documentation of your strong points to contribute to a scholarly learning environment in the cyber classroom. Your worldview paper and promptness of comments and postings will contribute to this grade.

Participation Expectations and Discussion Assignments

Refer to the Grading Rubric posted in the Grades and Grading area in this Syllabus.

- Each participant is responsible for participating in the asynchronous discussions of each MODULE. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.
- A five-week Blog assignment will occur in Module 1. Blog postings and response comments should be made in a timely manner. Deadlines are listed in the Course Schedule but posting earlier will give your student colleagues and Socrates a chance to engage in some dialogue of your thoughts. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- Participants should plan on entering the Discussion Board area at least three times a week in order to read and comment on any postings.
- Quality of comments and responses is as important as quantity. A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately. The instructor and/or participants may use synchronous chats as the need arises.

Note: When posting to any discussion area, please type your comments directly into the discussion. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board.

Written Assignments

- All written assignments are to be completed in APA format using Microsoft Word and are to be submitted in a timely manner. Deadlines are listed in the Course Schedule.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted through the assignment links. If your web connection is down for some reason, please notify the instructor as soon as possible. Internet loss does happen, but not frequently.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.

Assignments/Projects Turn-In Process

Submit all assignments and projects through the assignments link (Assignment tab). Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word. Name your assignment with the following convention: last name, first initial, assignment title (ex. LastF_Assignmenttitle) (AustinJ_StateofScience). Click on "View/Complete Assignment" in the modules overview area or project area to submit assignment through Blackboard.
- Upon receipt of assignments, we will open them in Microsoft Word for grading. Track Changes will enable us to make comments, ask questions, etc. We will then return your assignment through the Student Gradebook area. An Announcement will alert you when to check the Student Gradebook. To see comments about your assignment, click on your grade.

If you need more instructions on how to submit files through the assignment link in the Assignment tab, please read the Blackboard Student Manual located in the Tools area.

Course Outline

<u>**INTRODUCTION:**</u>   **Introduction to the art of pondering**

Orientation. Introduction and Overview of the course, its objectives, topics, and activities. Assessment of class and individual experience with philosophy, science, nursing and life. Assessment of textbook/article/reference availability. Analysis of the premise: "An Open Mind - A Difficult Thing to Find!" (Start reading *Flatland*.)

Flatland - an analysis from a cultural, gender, and populist viewpoint. Relevance to current geopolitical and scientific issues. A discussion of the evolution of nursing knowledge - epistemology, metaphysics, and axiology.

(Readings, Abbott's *Flatland;* Fundamental Patterns of Knowing in Nursing by Barbara Carper; Carper Critique by Silva: and Plato, Nightingale, and Contemporary Nursing by LaVasseur)

Aesthetics (philosophy of art, beauty, & perception); epistemology (philosophy of truth, knowledge, and belief); ethics and morality (philosophy of behavior, choice, and character); metaphysics (philosophy of the nature of being, existence, and being).

Produce a World View paper - Ponder your own worldview in relation to your professional career.

 <u>**Module 1**</u> **Historical Underpinnings of Philosophy - who, what, & when?**

Ancient Greek and Roman philosophers: Pre-Socratic, Socrates and his Followers, Plato, Aristotle, Stoicism, Epicureanism, Skepticism, Neoplatonism

British philosophers: Bacon, Bentham, Burke, Hume, Locke, Mill, Bertrand, Russell

The Vienna Circle: Schlick, Carnap, Popper, logical positivism

American philosophers: Dewey, Galbraith, Kuhn, Maslow, Margaret Meade, Thomas Paine, Pierce, Rawls, Sagan

Asian continent philosophers: Marx, Mao Tse Tung, Budda, Confuscius, Dalia Lama, Lao-Tzu, Tao, Vishnu

European philosophers: Buber, Freud, Soren Kierkegaard, Rene Descartes, Michel Foucault, Jean-Paul Sartre, Pierre Teilhard de Chardin, Immanuel Kant, Hemple, Hegel, Heidegger

Feminist philosophers: who are they and what did they say? Did anyone listen? Is there still a need for this voice? Are all female philosophers considered feminist philosophers? Simone Weil, Simone de Beauvoir, Ayn Rand

(Weekly readings from Rodgers textbook)

Engage in weekly blog commentary

Module 2   Application of Philosophical Methods and Tools - addressing Philosophies of Division, Exclusion, and Oppression

Eastern and Western philosophies: are they incompatible? What relationship and value does each have to evolving nursing science?

Global oppression: taking a look at Ghandi, the Dali Lama, Indian caste system, genocide - what is the philosophical basis for political extremism?

Philosophy and the methods of argument, logic, and reasoning. Why are these relevant to nursing practice and nursing education? How are these methods relevant to your doctoral education process?

Deductive and Inductive reasoning, application to nursing questions.

Schools of thought and their relevance to nursing: logical positivism - is everything scientifically proven or accepted really true?; rationalism and empiricism - are they mutually exclusive?; phenomenology and hermeneutics in relation to knowing; postmodernism and the multiplicity of realities; existentialism, humanism, idealism, nihilism, and pragmatism.

(Readings, presentations, Whittemore article)

Produce a philosophical argument paper using the Toulmin method.

Module 3 Philosophy of nursing as a science

What is Science? (Mannoia); Philosophy of nursing or in nursing: congruence with scientific thought and the role of philosophy in science

Measurement issues in the generation of science; philosophical considerations of classical measurement theory.

Evolving status of nursing as a philosophical and scientific profession

(Packard and Polifroni article; Chinn article; resources from Wieck)

Produce a state of the science paper.

Course Calendar/Schedule

(Posted in Getting Started tab)

Email and Course Discussions

Email

To communicate by email within the course with other participants or all participants, click the Tools tab on the left side of the Blackboard frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructors. If you need more instructions on how to send email messages with Blackboard please see Student Help with Blackboard also located in the Tools tab.

Dr. Chilton is available at jchilton@uttyler.edu.

Submit questions or problems other than technical problems (see Technical Requirements in this Syllabus) to the email address above.

We will make every effort to respond quickly to your emails. Occasionally, it might take up to 48 hours to respond. If our schedules make us unavailable to answer emails for an extended period, we will try to post an announcement so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses! Our priority is communicating with you, so if there are any problems, we will work to solve them.

Discussions

The Discussions feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings.

When you click the GROUPS link on the left of the Blackboard frame, you will select your group. Under the options in your group page is Group Discussion Board area.

All threads (topics) pertinent to a general subject category will appear as links under that subject category folder. The instructor has control of what general subject categories are available for discussion in the course. Students may introduce and name threads under the general subject or may reply to the threads of other students. That is why it is called "Discussion." At the instructor's discretion, students may or may not have the option of starting a new thread under the general subject categories and may or may not be able to edit their comments after they have been posted. If there are restrictions on your access, you will know in advance what these restrictions are and why they are in place.

Students can and will usually be expected to respond to threads in the course discussion. To respond to a thread:

  • In the Discussion Board area, you will see a list of forums
  • Click on a forum link to open it and view the contents within
  • Open a message
  • Click Reply to respond to the message

Your response will now appear in the table, along with your name as author and date/time of posting. Icons will appear to the right to allow either a response, or perhaps editing and deletion options. If the edit icon or the trash can (delete icon) does not appear, the student does not have editing or deletion privileges.

University Policies

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)

http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf

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

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, posted on the University Academic Calendar, 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 (Undergraduate Students Only)

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 federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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 must 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.

Academic Dishonesty Policy

Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the [Handbook of Operating Procedures](#), University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. Please understand that the online technology that has so greatly enhanced our ability to find and use other people's words has also made it much easier to track and discover those who do.

Last Day to Drop Any or All Classes

Fall 2016– October 31 Courses may be dropped online through *my*UTTyler until 4 p.m. on the last day of online (early) registration. After that time, all drops and/or withdrawals must be completed through the Registrar's Office, either in person, by fax or by mail. Faxed or mailed drop/withdrawal requests must include the student's name, ID number, course(s) to be dropped, date, student's signature, contact phone number and copy of a photo ID (driver's license, student ID, etc.). Requests should be mailed to UT Tyler Registrar's Office, 3900 University Blvd, Tyler, TX 75799 or faxed to (903)565-5705. Students are advised to meet with their instructor(s) and/or academic advisor prior to dropping any classes. Dropping or withdrawing from classes may affect financial aid eligibility, veteran's benefits, athletic eligibility, or international student status. Students should consult with those departments prior to dropping or withdrawing.

Student Roles and Responsibilities

Students are responsible for completing the assigned readings, participating in the online discussions and thoughtfully considering the implications of policy on the health of citizens. Successful completion of the course requirements will demonstrate evidence of content mastery.

Course Evaluation

UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end-of-semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to continually improve the quality and relevance of this course.

Netiquette Guide

"[Netiquette](#)" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common online courtesy and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

Navigation

In order to effectively participate in online learning, it is imperative that you understand how your course is arranged and how to access and contribute information. If you have a question regarding the navigation within this course, please refer to the Blackboard user manual available under the Tools area.

Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight Central Standard Time on that date.

Getting Started

Please begin this course by clicking on the Getting Started tab to review the syllabus, calendar, and other information posted there. Then go to the Module tab and choose Introduction.

Digital Library Resources

Students enrolled in this course have an excellent resource for library access through the Robert R. Muntz Library at the University of Texas at Tyler. Follow this link, and then complete the instructions at those sites for accessing information from a distant site.   Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course.   Please take the time to set up your account and get familiar with the resources available. They are awesome.

Technical Information

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.uttyler.edu or contact Blackboard Support located on the Blackboard login page, available 24/7.

When you email IT Support, be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you received the error message

Blackboard support is available for students 24/7. For Blackboard assistance, Click on the 'Blackboard Help for Students' link in the Tools tab.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- Macromedia Flash Player allows you to view content created with Macromedia Flash such as interactive web applications and animations.

- Shockwave Player allows you to view content created with Macromedia Director such as games and interactive 3D simulations.

- RealPlayer allows you to view and listen to streaming video and audio.

- QuickTime Player allows Mac and Windows users to play back audio and video files.

- Windows Media Player allows you to view, listen and download streaming video and audio.

- Adobe Reader allows you to view, save, and print Adobe Portable Document Format (PDF) files.

- Sun Java Runtime Engine (JRE) allows you to use interactive tools on the web.

- PowerPoint Viewer 2003 lets you view full-featured presentations created in PowerPoint 97 and later versions.