



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
**LAMAR UNIVERSITY**<sup>TM</sup>  
Department of Educational Leadership

Lamar University, a Member of The Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees.

*The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for “self-learning” and lifelong learning” that will equip them to encounter problems and change with confidence.*

<b>Professors</b>	Dr. Kaye Shelton
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<b>Virtual Office Hours</b>	Available by phone or email and web conference meetings on Wednesday nights at 8:30 pm CDT.
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<b>Cell</b>	Listed in Bb course.

**Course Number:** EDUD 6317- 49F (3 credit hours)

**Course Title:** Writing II

### **Course Description**

The purpose of this course is to build and refine scholarly writing through the use of archival research, documented sources, and library databases. This course is also designed to provide an overview of the literature review as it pertains to the research process and assist students in beginning to create a knowledge base about scholarly writing. Peer and instructor support systems are used in this course to enable student groups to complete a 15-page literature review in preparation for future course requirements. Special attention will be focused upon the *American Psychological Association (APA) Publication Manual* (6th ed.).

### **Course Rationale**

This is the second course that prepares students to alter their writing style to experience success in the doctoral program. This course guides students through the development of a literature review modeling the academic research process required of students in the doctoral program.

### **Textbooks and Course Materials**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association. ISBN 10: 1-4338-0562-6.

Creswell, J. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Saddle River, NJ: Pearson Education, Inc. ISBN-13: 978-0-13-354958-4

Machi, L.A. & McEvoy, B.T. (2012). *The literature review: Six steps to success* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin. ISBN-13: 978-1452240886

List all additional course materials and identify as required or recommended.

- Students will need access Blackboard each week for class discussion, lecture materials, and assignments.

### **Student Learning Objectives**

After the completion of this course, the student will have learned how to:

- Select and refine a research topic.
- Survey the literature and build the case for a literature review.
- Critique the literature.
- Write a literature review.
- Engage in peer review process.

### **Student Learning Outcomes**

For successful completion of this course, students will:

- Select and refine a research topic and create a concept map.
- Analyze the literature articles to collect and organize data to support the case for a literature review.
- Survey and critique the literature to discover evidence to produce defensible findings about the topic.
- Create a literature review.
- Review peer draft literature reviews and provide feedback.

### **Academic Prerequisites**

Admittance to doctoral program in Educational Leadership and admittance to the Graduate College of Lamar University is required prior to enrolling in this course.

### **Evaluation & Grading**

This course will use the following methods of assessments:

#### **Week 1 Assignments**

Main Discussion Board Postings – Share Research Topic 25 pts.  
Schematic (Concept Map) of Research Topic 100 pts.

#### **Week 2 Assignments**

PLC Group File Exchange and Postings – Upload Schematics 25 pts.  
Draft Literature Review Outline with Leadership Theory or Theoretical Framework 100 pts.

#### **Week 3 Assignments**

PLC Group File Exchange & Postings – Upload Outline and Paper Draft 25 pts.  
First Rough Draft of Literature Review 100 pts.

#### **Week 4 Assignments**

PLC Group File Exchange & Postings – Upload Peer Review Draft Paper 25 pts.  
Peer Review Editing Rubric from Professional Learning Community Group 100 pts.

### **Week 5 Assignments**

15-Page Literature Review

500 pts.

Total Points

1,000 pts.

Students will be expected to participate in threaded Discussion Board postings and PLC groupwork.

### **Late Work**

Late work will be assessed a 10% reduction in points unless there is an emergency related (not work) situation and the instructor was notified.

### **Grading**

<b>A</b>	<b>B</b>	<b>C</b>	<b>F**</b>
<b>100-90</b>	<b>89-80</b>	<b>79-70</b>	<b>69 - below</b>

\*\* A course grade that is less than “C” is unacceptable for credit in the Lamar University Doctoral Program in Educational Leadership. A course grade of less than “C” will require the student to retake the course. Students must maintain a cumulative 3.0 GPA to remain in the program. Students should not have more than 1 “C” in the program.

### **Description of Assignments:**

1. Review and internalize the videos and readings provided specifically for this course by the professors, which introduce the student to critical attributes of the weekly information. Each focused task relates to integral topics deemed essential to guide student success in becoming a scholarly writer.
2. Actively participate in collaborative activities. Class discussion in the Blackboard Discussion Board and/or the group PLC area allows the student an opportunity to interact with other colleagues and dialogue about content for the week. It is expected that each group member will reply to colleagues throughout the week in a professional, timely manner with doctoral level responses. There is no set minimum number of responses. Individuals delaying the group or responding in an unacceptable approach will be dealt with on an individual basis.
3. Write and develop a literature review on a topic relevant to your dissertation plan or research you are interested in exploring. Developing a schematic and outline will allow the student to develop a more refined research topic. These exercises will focus on narrowing a generic topic into a doable, research-focused topic. This topic is one that we recommend the student will carry throughout the program and hopefully develop into a dissertation. Outlining will enhance the writing process and allow the student to better organize the topic.
4. Defining a leadership theoretical or conceptual framework for the research topic will help frame the literature review and provide a direction for investigation of the topic. Some recommended leadership theories to investigate include: transformational leadership, servant leadership, relational leadership, differentiated leadership, situational leadership, and contingency leadership. There are others as well. Some papers might include conceptual frameworks that are connected to learning theories or specific models.
5. Complete a 15-page literature review on a topic of choice plus a reference page(s) written in APA format. This literature review will go through a draft and peer-editing phase prior to submission. Also, a professional learning community of peers will review the student’s work and will assist in editing the student’s literature review prior to turning the paper in for final grading. Students are expected to use the attached rubric to evaluate the literature review as a peer and as a personal editing activity before

presenting the final draft to professors for grading. Use a minimum of 30 references that are studies from peer-reviewed journals (500 points).

Important Literature Review Assignment Dates	
<ul style="list-style-type: none"> <li>• Select the topic for your literature review. We recommend that it is a topic related to your dissertation focus. You will continue to work in PLC group by similar topic/target interest group.</li> <li>• Funnel your topic by developing a concept map.</li> <li>• Submit a Schematic (Concept Map) to the Week One Assignment area and share the file in your group file exchange area of Blackboard. Provide feedback to your colleagues regarding their concept map in the PLC group discussion area.</li> </ul>	<p><b>Early Week One August 31, 2017</b> Submit topic to Blackboard Discussion Board</p> <p><b>Week One Assignments Due September 3, 2017</b></p>
<ul style="list-style-type: none"> <li>• Using your Schematic (Concept Map) as a guide, create a draft literature review outline. Include a leadership theoretical framework in your outline.</li> <li>• Submit the outline to the Week Two Assignment area and share the file in the group file exchange area of Blackboard. Provide feedback to your colleagues regarding their outline and theoretical framework in the group area. We suggest that you use the track changes feature in Word to provide feedback directly in a Word document.</li> </ul>	<p><b>Week Two Assignments Due September 10, 2017</b></p>
<ul style="list-style-type: none"> <li>• Complete the first draft of your literature review. Follow your literature review outline and include the parts designated in the rubric. Incorporate recommendations from colleagues and professors.</li> </ul>	<p><b>Week Three Assignments Due September 17, 2017</b></p>
<ul style="list-style-type: none"> <li>• Peer review one to two colleague papers using the literature review rubric. Submit the peer review rubric recommendations.</li> </ul>	<p><b>Week Four Assignments Due September 24, 2017</b></p>
<ul style="list-style-type: none"> <li>• Submit the final literature review to Blackboard, which incorporates the edited, completed review. It will be automatically submitted to Safe Assign to check for plagiarism (will be determined by percentage).</li> <li>• The review must conform to <i>APA 6<sup>th</sup> Edition Style Guidelines</i>, reflect the feedback from peer and instructor reviews and guidance, and be of publishable quality for an annotated literature review journal.</li> <li>• Include title, abstract, review of literature that contributes new syntheses and perspectives for the understanding of</li> </ul>	<p><b>Week Five Assignments Due October 1, 2017</b></p>

issues and findings and generating new research questions, and a complete reference list. Follow the rubric guidelines.	
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**Syllabus and Schedule Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

**Course Requirements:**

As this is an online course, a significant portion of the course content, collaboration, exercises, and extended learning will occur via the Blackboard Learning Management System (LMS). There will be weekly web conferences held to clarify content and answer questions. Each will be recorded and the recording link will be shared with course participants. This course relies on student participation. While learning in this course will take place as a result of lectures, assigned readings, and concentrated study by the individual student, major teaching/learning strategies may call for small group discussions and collaboration.

**Course Schedule**

Week/Date	Topic/Readings	Assignments (Due each Sunday Night at Midnight, Central Time)
<b>Week One</b> Selecting and Refining a Research Topic August 28-Sept 3, 2017	<b>Read</b> <ul style="list-style-type: none"> <li><i>The Literature Review: Six Steps to Success</i> by Machi &amp; McEvoy, Introduction, Step 1. Select a Topic, and Step 2. Develop the Tools for Argument</li> <li><i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> (5th ed.) by Creswell, Chapter 3, and slides.</li> <li>Review <i>APA Manual</i> Chapters, 3-4</li> </ul> <b>View</b> <ul style="list-style-type: none"> <li>Narrowing Your Topic</li> <li>Concept Mapping</li> <li>Literature Review Overview</li> </ul>	<b>Assignments</b> <ul style="list-style-type: none"> <li>Main Discussion Board (25 points)</li> <li>Schematic (100 points)</li> </ul>
<b>Week Two</b> Building the Case for the Literature Review  Surveying the Literature  September 4-10, 2017	<b>Read</b> <ul style="list-style-type: none"> <li><i>The Literature Review: Six Steps to Success</i> by Machi &amp; McEvoy Introduction, Step 3. Search the Literature, Step 4. Survey the Literature</li> <li>Review <i>APA Manual</i> Chapters, 6-7</li> <li>Leadership Theory Frameworks</li> </ul> <b>View</b> <ul style="list-style-type: none"> <li>Ten Leadership Theories</li> <li>Theoretical and Conceptual Framework</li> <li>Synthesizing Literature</li> </ul>	<b>Assignments</b> <ul style="list-style-type: none"> <li>PLC Group Discussion – Schematic Feedback (25 points)</li> <li>Draft Literature Review Outline (100 points)</li> </ul>

<b>Week Three</b> Composing a Draft Literature Review  September 11-17, 2017	<b>Read</b> <ul style="list-style-type: none"> <li><i>The Literature Review: Six Steps to Success</i> by Machi &amp; McEvoy, Introduction, Step 5. Critique the Literature, Step 6. Write the Review</li> <li>Review <i>APA Manual</i> Chapters, 1-2</li> </ul> <b>View</b> <ul style="list-style-type: none"> <li>Dissertation Literature Review</li> <li>Writing a Literature Review</li> </ul>	<b>Assignments</b> <ul style="list-style-type: none"> <li>PLC Group Discussion – Outline and Draft Paper Feedback (25 points)</li> <li>Draft Literature Review (100 points)</li> </ul>
<b>Week Four</b> Peer Editing Literature Review and Applied Research  September 18-24, 2017	<b>Read</b> <ul style="list-style-type: none"> <li>Review <i>APA Manual</i> Chapters, 5-8</li> </ul>	<b>Assignments</b> <ul style="list-style-type: none"> <li>PLC Group Discussion – Peer Review Draft Paper (25 points)</li> <li>Peer Review Edit Rubric (100 points)</li> </ul>
<b>Week Five</b> Refined and Completed Literature Review and Applied Research September 25-Oct. 1, 2017	<ul style="list-style-type: none"> <li>Finalize literature review.</li> </ul>	<b>Assignments</b> <ul style="list-style-type: none"> <li>15-Page Literature Review (500 points)</li> </ul>

### Individual Literature Review Rubric

500 points

Name \_\_\_\_\_

<b>EDUD 6317</b> <b>Academic Research Writing</b> <b>Literature Review Rubric Criteria</b>	<b>Criteria Max. Points</b>	<b>Inadequate Evidence of Effective Writing</b> 0-349 Total Pts. (0-69%) (0-41)	<b>Adequate Evidence of Mostly Effective Writing</b> 350-399 Total Pts. (70%-79%) (42-48)	<b>Average Evidence of Effective Writing</b> 400-449 Total Pts. (80%-89%) (49-54)	<b>Exceptional Strong Model Effective Writing</b> 450-500 Total Pts. (90%-100%) (55-60)
<b>APA Document Format (APA, Pan 13-14)</b> A. Cover page (10) B. Appropriate Title (10) C. Running head (10) D. Page numbers (10) E. Reference page (10) F. Minimum of 30 quality references – studies and peer reviewed journals about studies (5) G. References written in APA (5)	60				
<b>Abstract (APA 2.04; Pan 13)</b>	60				

A. Accurate purpose and content (10) B. Non-evaluative (10) C. Coherent and readable (15) D. Concise – Includes 4-5 most important concepts, findings, or implications. (15) E. Key words (10)	B.	B.	B.	B.	B.
	C.	C.	C.	C.	C.
	D.	D.	D.	D.	D.
	E.	E.	E.	E.	E.
	Total:				
<b>I. Introduction (Pan 8-9)</b>	60				
A. Topic identified (10) B. Topic importance for study (10) C. Key terms defined (10) D. Literature search strategies identified (10) E. Description of the extent & nature of the literature (10) F. Overview of the organization of the literature review (10)	A.	A.	A.	A.	A.
	B.	B.	B.	B.	B.
	C.	C.	C.	C.	C.
	D.	D.	D.	D.	D.
	E.	E.	E.	E.	E.
	F.	F.	F.	F.	F.
	Total:				
<b>II. Theoretical Considerations (Pan 3-5)</b>	60				
A. Theoretical underpinning(s) of the research (25) -Description of concepts, framework, specific theories or models related to the research topic. B. Seminal work considerations (35) -Description of the studies, specific researchers/authors considered the original or most influential.	A.	A.	A.	A.	A.
	B.	B.	B.	B.	B.
	Total:				
<b>III. Body of the Review (Pan 1-5, 8 – 10, 12; APA)</b>	60				
A. Key topic variables discussed and headings delineated (10) B. Follows the topic outline (15) C. Transitional sentences between sections (10) D. Individual paragraphs are straight forward and to the point (10) E. Cohesive Writing (15)	A.	A.	A.	A.	A.
	B.	B.	B.	B.	B.
	C.	C.	C.	C.	C.
	D.	D.	D.	D.	D.
	E.	E.	E.	E.	E.
	Total:				
<b>IV. Summary</b>	60				

<b>(Pan 11)</b> A. Synopsis of areas associated with the topic (major body headings) (30) B. Summary of key studies and findings discussed in the Body (30)	A.	A.	A.	A.	A.
	B.	B.	B.	B.	B.
	Total:				
<b>V. Discussion (APA 2.08)</b> A. Conclusions (20) -Overall findings about the top -Findings related to specific studies with citations B. Implications (10) -Description of how the literature findings impact the field. C. Suggestions for Future Research (10) -Description of what future research topics could be explored based upon the literature review findings. D. Cohesive Writing (20)	60				
	A.	A.	A.	A.	A.
	B.	B.	B.	B.	B.
	C.	C.	C.	C.	C.
	D.	D.	D.	D.	D.
	Total:				
<b>General Writing (APA)</b> A. No more than 2 direct quotes (10) B. Appropriate tense throughout document (10) C. Appropriate paraphrasing/summarizing with citations throughout paper (10) D. Appropriate headings (10) E. Grammar (10) F. Sentence structure (10) G. Plagiarism Safe Assign (Maximum 10-15%) (10) H. Paper length 15 pages plus reference pages (10)	80	(0-56)	(57-63)	(64-71)	(72-80)
	A.	A.	A.	A.	A.
	B.	B.	B.	B.	B.
	C.	C.	C.	C.	C.
	D.	D.	D.	D.	D.
	E.	E.	E.	E.	E.
	F.	F.	F.	F.	F.
	G.	G.	G.	G.	G.
	H.	H.	H.	H.	H.
	Total:				

### Course Evaluation

Instruction as well as student performance is subject to evaluation. Procedures for evaluation will be provided near the end of this course via email from the university. Please respond to any course evaluation link provided either by the instructor or through university email.

### Classroom Management Policies: Attendance

Attendance is highly encouraged for all Adobe Connect meetings. We understand there will be circumstances in which students will be unable to attend. The meetings are recorded for students to view afterward as they are very beneficial for student success in the course. Students are expected to be prepared having read beforehand, and ready to begin class discussion. The online attendance is recorded as students log into Blackboard throughout the week.

### **Participation**

Due to the nature of doctoral education, students are expected to actively participate in the learning process. When working in groups, all members of the group are expected to positively participate in the discussion or activity. Group members will evaluate each other as part of the grading process. Students should be logged in at a minimum of four times a week since this is a five-week course. **Place your requirements here (i.e. Participation is required in the discussion threads by posting your own response and then posting engaging comments or questions (at least two) with other peers per week. etc.).**

### **Online Web Conferences**

To enhance student-to-student and instructor-to-student interaction, Online Web Conferences utilizing **Adobe Connect** have been scheduled for every **Wednesday evening from 9pm-10pm Central Standard Time**. We will embed the link to these Web Conferences in the course so you will have access. We will record each Web Conference so that students who are unable to participate can access, review and respond to our group discussions. Arrangements can be made for additional conferences as needed upon request.

### **Doctoral Program and Dissertation Handbook**

Students may access the Doctoral Program and Dissertation Handbook online at [http://education.lamar.edu/files/documents/educational-leadership/doctoral/GeneralPolicy\\_Dissertation%20Guide%20digital%20Oct%202016.pdf](http://education.lamar.edu/files/documents/educational-leadership/doctoral/GeneralPolicy_Dissertation%20Guide%20digital%20Oct%202016.pdf)

### **Academic Honesty**

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

- *Plagiarism* shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
- *Collusion* shall mean the unauthorized collaboration with another person in preparing work offered for credit.
- *Abuse of resource materials* shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
- *Academic work* shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the

most recent addition of the *APA Style Guide*, depending on your College requirements for writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to <https://students.lamar.edu/academic-support/academic-policies.html>.

### **Students with Disability Policy**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

### **Technical Support**

Technical Support - <http://students.lamar.edu/it-services-and-support/index.html>.

Phone: 409-880-2222

Email: [servicedesk@lamar.edu](mailto:servicedesk@lamar.edu)

#### **Hours of Operation (CST):**

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

For Blackboard technical support, go to <https://blackboardsupport.lamar.edu>.

Phone: 866-585-1738

Phone and chat are available 24/7/365

### **LU Connect Portal**

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage (<http://www.lamar.edu>) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

### **System Requirements**

#### **Computer/Technology Requirements:**

- Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)

The minimum computer requirements are:

- Most current version of Firefox is recommended
  - Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.

- 8 GB or more preferred
- Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive
- 1024 x 768 or higher resolution
- Strongly recommended that you have a headset with microphone. You may also use webcam, and speakers
  - Example: Plantronics Audio 628 USB headset
- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
  - Firefox (<http://www.mozilla.org>)
  - Adobe Reader (<https://get.adobe.com/reader/>)
  - Adobe Flash Player (<http://get.adobe.com/flashplayer>)
  - Java (<http://www.java.com>)
  - QuickTime (<https://www.apple.com/quicktime/download/>)
  - Silverlight (<https://www.microsoft.com/silverlight/>)
- Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- At a minimum, students must have Microsoft Office 365 (<https://my.wip.lamar.edu>) click on MS Office 365). Microsoft Office 365 is available for all students.

#### **Required Skills:**

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

#### **Academic Support**

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>. There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

#### **Copyright Policy Statement**

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

#### **Netiquette (Online Etiquette) Statement**

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including The Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. More comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>.

#### **General Guidelines To Respect All Participants**

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.

- Respect the time of others.

### **Guidelines When Communicating With Others (Email, Discussions, Blogging, And Etc.)**

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

### **Distance Education Librarian**

Distance education students and faculty have access to a dedicated distance education librarian. Access this link, <http://libguides.lamar.edu/distancelearning> for more information.

### **Lamar University Privacy Policy Statement**

Student records maintained by Lamar University comply with the Family Education Rights and Privacy Act of 1974 as amended (PL93-380). Detailed information should be accessed through this link: <https://sacs.lamar.edu/catalog/PrefMaterial/V.GenAcademicPol.htm#edurights>.

### **Academic Continuity Statement**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

### **EMERGENCY PROCEDURES**

**\*Be sure to update your MyLamar Account with the most current information.\***

Many types of emergencies can occur on campus instructions for specific emergencies such as severe weather, active shooter, or fire can be found at

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

These procedures may or may not apply to you:

#### **Severe Weather:**

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

#### **Violence / Active Shooter (CADD):**

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.