HUMS 345 (Hybrid)
Working With Communities & Organizations

Early Fall Session 15/11
August 17 – October 10, 2015

Course Description
This course leads the student in the discovery of the values, knowledge, and skills of human service practice in the context of communities and organizations.

Prerequisite: HUMS 105 or PSYC 101 (Courses may be taken as corequisites.)


This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks

Required:

Recommended:
Publication Manual of the American Psychological Association, 6th edition (2nd printing), ISBN 978-1-4338-0561-5. (Note: Free APA resources are provided in the course.)

Textbooks for the course may be ordered from MBS Direct:

- online at http://direct.mbsbooks.com/columbia.htm
- by phone at 800-325-3252

For additional information about the bookstore, visit http://www.mbsbooks.com.
Course Overview

Welcome to the hybrid version of Communities and Organizations (HUMS 345). The material covered in this course is a very important component of having a functional and effectuate practice, certainly at the agency wide and community macro levels, and to some extent, at any level in the field of social work and human services. It is hard to imagine a career where this material would not only be helpful, but imperative.

As pointed out in our text, “Social workers practice with and within organizations and communities. In order to understand your agency, work effectively within it, advocate for resources on your client’s behalf, and improve service delivery for them, you must learn skills to use in the agency and community contexts.”

We will employ the generalist perspective, and frequently encounter the importance of micro and mezzo skills in being effective on a macro level. Theories of organizations and communities will be examined and linked to the use of real-life situations and examples to illuminate the relevance of the material.

The course makes use of student-centered learning and interactive discussions to explore the practice, structure, evaluation, management and long-term survival of communities and organizations, and prepares the student to have a more effective practice therein.

Technology Requirements

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- a web browser,
- ability to watch an online video, such as on YouTube,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard technical requirements for our courses on our site.

Course Objectives

- To understand the practice principles, ethical standards, and theoretical concepts of the Human Services profession as they apply to working with communities and organizations.
- To explore theories of community and organizational structure, development and change.
- To demonstrate skill-based competencies in organizational and community assessment and planned change.
- Examine various strategies of community and organizational change.

Measurable Learning Outcomes

- Explain various theoretical approaches as they apply to practice with communities and organizations.
- Describe the interrelationship of community and organizational systems as related to individual client problems and needs.
- Identify community resources to meet a variety of human needs.
• Describe the process by which policies are formulated and implemented on the local community and organizational level.
• Assess community and organizational power, resources, needs, values and dynamics.
• Discuss the impact of cultural and ethnic diversity on communities and organizations and how group membership may influence access to resources.
• Identify the historical and current impacts of community and institutional oppression on minority populations.
• Examine various strategies of community and organizational change.
• Plan and employ methods of community change to solve problems.
• Apply a planned change process to work with communities and organizations.
• Discuss ethical standards and principles for human services practice with communities and organizations, with emphasis on ethical responsibilities to colleagues, to employers, and to the community and society.

Grading

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<td>B</td>
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<td>D</td>
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<td>Quizzes (In Class)</td>
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<td>Research Paper (Online)</td>
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Schedule of Graded Assignments

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<td>Quiz 1</td>
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<td>Plagiarism Quiz *</td>
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Assignment Overview

Readings (Before Class)

All readings and lecture review should be completed prior to coming to the in-seat portion of class. I encourage you to take advantage of the self-study resources available in the course.

You should utilize the information from the readings and incorporate it into all assignments within the course.

Discussions (Online)

Discussions are an integral part of this course and represent a significant portion of the final grade. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may be introduced as needed. You will need to post your initial response by 11:59 pm CT on Friday each week and respond to at least two classmates’ posts by 11:59 pm CT on Sunday.

Although you need to respond to at least two peers, per question, I also assess the quality of your responses. “I agree,” is perfunctory, not engaging and will not receive full credit. For the benefit of all of those persons reading responses, keep your personal agendas, attitudes, and grudges in check. This course touches on some very sensitive issues and sometimes responses made in public are simply uncalled for and inappropriate. This course is not the place for you to unload the ‘chips’ on your shoulders, or rant against your peers, your professor, or any other person or group. My hope is that we don’t have those kinds of exchanges this term.

Disagreement can be healthy, but only if it’s done tactfully and constructively. Conventions of professional etiquette, which include courtesy to all students, will be observed online and the equivalent will be observed in the classroom setting. Offensive, inflammatory wording and personal attacks will not be tolerated. In a diverse population as these classes are, we cannot force our personal values and beliefs on others. Civility and sensitivity are expected in all our communications.

Quizzes (In Class)

There will be a quiz over the readings each week. The quizzes will be completed during the in class session for each week. Each quiz will consist of ten multiple choice and true/false questions.
Research Paper (Online)

You will write a 6-8 page paper according to APA Style formatting, (using Microsoft Word, Times New Roman, 12-point font, 1 inch margins and double space) researching some aspect of organizational leadership. The body of the paper needs to be at least 1,000 words (3 pages+), in addition to the title page, abstract, Introductory text, Conclusion, and references pages. The Introductory text and the Conclusion should each be at least 100 words. You are expected to know (or learn very quickly on your own), how to write a properly formatted APA research paper, using peer-reviewed sources, and of college-level quality in all respects.

Regarding the topic of the paper, organizational leadership is obviously a very broad subject. The student writing this paper could focus on different leadership theories, leadership styles, attributes of a good leader, or a combination of these things. Remember that this is a research paper, not an opinion piece. I want it to be a learning experience for the student. Please don’t just regurgitate a bunch of stuff you already know. Do some new research and make this a valuable use of your time. If you have questions about the paper along the way, please ask them in the Discussions area, or send an email. I want each of you to do well on this paper, and learn more about what it means to be a good leader.

Your text may be used as one of your peer-reviewed sources of information. At least one more peer-reviewed source is required, and is best chosen from the online Columbia College library. A how-to video, showing how to access those journal articles online, is provided in the Links area of the course. The paper will be graded according to the rubric which is located under Research Paper Resources.

Your paper must be submitted to the appropriate Dropbox folder by 11:59 pm CT during Sunday of Week 6.

Work from a previous course, in whole or in part, is also unacceptable.

NOTE: Before you will be able to submit your paper to the Dropbox, you must score 100% on the Plagiarism Tutorial Quiz. The quiz is set to allow you to retake it as many times as needed. The Plagiarism Tutorial and Quiz are provided in the Content area of the class website.

Course Schedule

Week 1: Introduction to Generalist Practice with Organizations and Communities

Readings (Before Class)

- Course syllabus and welcome email – read and become familiar with format and assignments
- Read the handout on plagiarism, “What it is, and how to recognize and avoid it,” posted in the Links area of the course.
- Chapter 1: Introduction to Generalist Practice with Organizations and Communities

Plagiarism Tutorial and Quiz

While this quiz is not due until Week 6, you can review the material and take the quiz starting this week. Getting this out of the way early, will help you focus on your paper later in the session.

You must pass the quiz with a score of 100% before you can submit your Research Paper.

Quiz 1 (In Class)

During the In Seat class you will complete Quiz 1. The quiz will cover material covered in the readings for the week.

Discussion 1 (Online)

Review the following case scenario.
An undocumented Mexican woman lives in southern California with her husband and two school-age children. Her husband is frequently physically and verbally abusive to her. She cannot drive and has little facility with English. She is completely dependent on her husband for transportation and assistance with English. She loves her husband and wishes he would not abuse her but fears he may abuse the children if she is not at home. Because she feels she has few options, she rarely seeks medical help. A friend insisted she seek help from the local shelter for battered women, and when she went there, she met with a social worker, who is feeling caught between the shelter’s philosophy of encouraging women to leave abusive homes and her client’s desire to return home. The social worker understands that through occasional stays at the shelter, her client may become more self-determining and assertive and eventually find safe alternative for herself and her children. The shelter’s board of directors is considering a policy that women must leave abusive situations to receive ongoing services.

In Chapter 1 of your text, you will find discussion of the terms micro, mezzo and macro, along with an example of each as applied to another situation – pages 4-7.

For Discussion 1, propose possible micro, mezzo, and macro alternatives you might pursue on behalf of the Mexican woman, and do so vis-à-vis the system concepts discussed later in the chapter, i.e. Client, Target, Change Agent, and Action Systems.

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least two classmates’ posts by 11:59 pm CT on Sunday.

**Week 2: Using Micro Skills in the Macro Environment**

**Readings (Before Class)**
- Chapter 2: Using Micro Skills in the Macro Environment

**Quiz 2 (In Class)**
During the In Seat class you will complete Quiz 2. The quiz will cover material covered in the readings for the week.

**Discussion 2 (Online)**
Why do you think supervision is considered to be such an important value for the fields of Human Services? In your answer, incorporate your thoughts on the concept of accountability and why it is needed, or not. You might also incorporate the importance of good communication in the role of a supervisor.

Then, while on the subject of supervision, watch the short video on motivating employees, “How to Motivate Employees Using the 6 Hidden Motivators” located in the Content area.

Which one of the six motivators listed would you think most common for human services workers? Which one is your top motivator? Which one is your second?

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least two classmates’ posts by 11:59 pm CT on Sunday.

**Week 3: Group Skills for Organizational and Community Change**

**Readings (Before Class)**
- Chapters 3: Group Skills for Organizational and Community Change

**Quiz 3 (In Class)**
During the In Seat class you will complete Quiz 3. The quiz will cover material covered in the readings for the week.
Discussion 3 (Online)

An important discussion in Chapter 3 is that of managing conflict. Conflict is part of life. It is unavoidable, but if handled correctly, it can help us to become better.

Watch the short video located in the Content area, “Handling Difficult People,” by Deaver Brown, who has also written a book on managing conflict in the work place.

Using some of the concepts discussed by Mr. Brown, specifically the concepts also discussed in your textbook under the heading of “Recognizing Types of Conflict,” describe a situation that has happened in your own work life. Tell us what “type” of conflict it was (pages 97-99), what “type” of person was the cause of the conflict (from the video – he lists four types of individuals who tend to cause conflict), and then tell us what, if anything, was done to resolve the conflict.

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least two classmates’ posts by 11:59 pm CT on Sunday.

Week 4: Understanding Organizations

Readings (Before Class)
- Chapter 4 – Understanding Organizations

Quiz 4 (In Class)

During the In Seat class you will complete Quiz 4. The quiz will cover material covered in the readings for the week.

Discussion 4 (Online)

It is very important to view organizations from a systems’ perspective. This is easy for a human services worker, since we are trained to view about everything as a system, at least on some level.

The following paragraphs are written by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC.

Very simply, a system is a collection of parts (or subsystems) integrated to accomplish an overall goal (a system of people is an organization). Systems have input, processes, outputs and outcomes, with ongoing feedback among these various parts. If one part of the system is removed, the nature of the system is changed.

Systems range from very simple to very complex. There are numerous types of systems. For example, there are biological systems (the heart, etc.), mechanical systems (thermostat, etc.), human/mechanical systems (riding a bicycle, etc.), ecological systems (predator/prey, etc.), and social systems (groups, supply and demand, friendship, etc.).

Complex systems, such as social systems, are comprised of numerous subsystems, as well. These subsystems are arranged in hierarchies, and integrated to accomplish the overall goal of the overall system. Each subsystem has its own boundaries of sorts, and includes various inputs, processes, outputs and outcomes geared to accomplish an overall goal for the subsystem.

A pile of sand is not a system. If one removes a sand particle, you’ve still got a pile of sand. However, a functioning car is a system. Remove the carburetor and you’ve no longer got a working car.

For Discussion 4, incorporate the systems theory terms discussed in your textbook under the heading “Assess Organizations and Agencies from a Systems Perspective” (pages 135-137) and describe a current organizational system in your life. You don’t have to use all the terms, but incorporate as many of them as apply. For example, what are the boundaries, are there subsystems, do you notice homeostasis at work, describe the input, describe the output, what kind of feedback is there, what about differentiation, etc. These are just some of the observations you could make as part of this discussion.
Your initial post is due by 11:59 pm CT on Friday. You must respond to at least two classmates’ posts by 11:59 pm CT on Sunday.

**Week 5: Understanding Neighborhoods and Communities**

**Readings (Before Class)**
- Chapter 7: Understanding Neighborhoods and Communities

**Plagiarism Tutorial and Quiz**
If you have not completed the Plagiarism Tutorial and Quiz, you need to do so this week. You must pass the quiz with a score of 100% before you can submit your Research Paper.

**Quiz 5 (In Class)**
During the In Seat class you will complete Quiz 5. The quiz will cover material covered in the readings for the week.

**Discussion 5 (Online)**
Your textbook describes five functions of communities (Page 264 ff). Different communities may carry out these functions in very different ways. For example, a typical community in San Francisco would carry out the function of socialization in very different ways than an Amish community in Iowa would.

The Content area contains two videos that help show the differences between communities. These videos are:
- “The Neighborhoods of San Francisco"
- “Olbermann: Amish Forgiveness is Christ Like”

For those who want to know more, there is an excellent scholarly discussion of the Amish-type people by Penn State Public Broadcasting. It is an hour long panel discussion and can be found in the Content area.

Additionally, along the lines of socialization, there is an old African proverb which says, “It takes a village to raise a child.” The proverb speaks of one of the important functions of a community. (And yes, I know Hillary used it in the title of a book. Regardless of your personal opinion of Hillary, the proverb is true. I personally haven’t read the book, but maybe we should.)

For Discussion 5, I want you to tell us about your own community and how the five functions are carried out from your personal vantage point. Talk about how you and/or your family interface and interact with the five community functions. Be sure to incorporate the teachings of the text.

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least two classmates’ posts by 11:59 pm CT on Sunday.

**Week 6: Evaluating Macro Practice**

**Readings (Before Class)**
- Chapter 9: Evaluating Macro Practice

**Quiz 6 (In Class)**
During the In Seat class you will complete Quiz 6. The quiz will cover material covered in the readings for the week.

**Discussion 6 (Online)**
Organizational and specific program evaluation can really stir things up if not approached correctly. Staff, supervisors, licensing agents, administrators and even clients are not always happy about having
to participate and undergo an extensive evaluation process. That is why, as pointed out in the textbook, the best time to plan for program evaluation is during the very creation of the program.

Additionally, sometimes evaluations ask wrong or meaningless questions. For example, each of the discussion questions in this course is taken from material in the assigned textbook. Think about how frustrating it would be if the questions were taken from a different textbook. The results of that "evaluation" would then be meaningless to me in the context of this course. So it is, sometimes, that personnel and/or program evaluations are not properly dovetailed with the job description or stated goals. Furthermore, there are times when it is more important to "count" what didn't happen, as opposed to what did. Sometimes, we just need to learn to ask different questions, instead of always allowing other peripheral parties to make up the questions we are then forcibly judged by.

All that being said, discuss the importance of evidence-based practice and of having meaningful program and agency evaluations. To whom is it important and why? Do you think it results in more work being accomplished, or that program evaluations result in a net loss for the clients? Do you view those in charge of the evaluation, in whatever form it may be, as adversarial or as an advocate in some sense; someone who cares about the cause, so to speak?

Your initial post is due by 11:59 pm CT on Friday. You must respond to at least two classmates' posts by 11:59 pm CT on Sunday.

Research Paper (Online)
Your Research Paper is due by 11:59 pm CT on Sunday. Your paper should be 6-8 pages, in APA Style formatting, (using Microsoft Word, Times New Roman, 12-point font, 1 inch margins and double space) researching some aspect of organizational leadership.

Remember, you will not be able to submit this paper until you have scored 100% on the Plagiarism Quiz.

Week 7: Ethics and Ethical Dilemmas

Readings (Before Class)

● Chapter 11 – Ethics and Ethical Dilemmas

Quiz 7 (In Class)
During the In Seat class you will complete Quiz 7. The quiz will cover material covered in the readings for the week.

Discussion 7 (Online)

One definition for an ethical dilemma is as follows:

"An ethical dilemma is a situation that will often involve an apparent conflict between moral [or value] imperatives, in which to obey one would result in transgressing another."

Another definition states an ethical dilemma is:

"When we are faced with a situation in which a decision must be made under circumstances that set two or more ethical principles in conflict."

Ethical dilemmas are basically unavoidable. They are all around us, in practically every area of life. As much as one might like for life’s tough questions to be black and white, the fact is that many things really are different shades of gray. If one always wants 2+2=4, then stick with mathematics. People are not formulas, and the answers they often seek are not formulaic. People, you and I, are very complex individuals, and as such can often present some very complex situations. When these situations involve competing values, both of which are good, but only one of which can be followed, you have found yourself face-to-face with an ethical dilemma.
Chapter 11 of your text does an excellent job of discussing ethical dilemmas. You should be sure to read every word of it, and apply the teachings and concepts to your response to one of the ethical dilemmas found in the Content area.

Your initial post is **due by 11:59 pm CT on Friday**. You must respond to at least two classmates’ posts by **11:59 pm CT on Sunday**.

**Week 8: Developing and Managing Agency Resources**

**Readings (Before Class)**
- Chapter 13: Developing and Managing Agency Resources

**Quiz 8 (In Class)**
During the In Seat class you will complete Quiz 8. The quiz will cover material covered in the readings for the week.

**Discussion 8 (Online)**

Online fundraising is growing exponentially. Any organization, cause, or political candidate serious about raising funds will have a very definite and professional presence on the Internet. It simply isn’t an option or a luxury anymore; it is absolutely required.

Fortunately, it has become very easy to establish an internet presence in recent years, no longer requiring the small agency or organization to be able to afford the expensive services of professional designers and developers. There are many services out there and freely accessible, ready and willing to help you raise money for your cause. For example, YouTube is one that is literally asking to help, for free. Watch the video in the Content area titled, “Broadcast Your Cause-YouTube Nonprofit Program.”

Google offers organizations a lot of assistance in many different ways. For example, many organizations use Google as the back-end for their Web domain, email, document sharing, staff calendars and all the other services they offer.

Accordingly, there are many other companies offering an extensive range of services to nonprofits that are meant to help the agency or organization reach its goals and raise the needed funds to effectively reach the people they serve.

For your last discussion question, tell us about your online giving habits, assuming you have any, so that the rest of us will be able to know more about reaching people such as yourself in the future. Most of us, at one time or another, will find ourselves raising money for a worthy cause, and using the power of the Internet is very effective. Help us to better understand how we might reach you, using the Internet. Following are some of the things you might discuss in your post:

- Do you currently give money to charity over the Internet?
- Do you visit any websites of charities?
- Do you get emails from charities asking for donations?
- If you haven’t used the Internet to make contributions to charities, what would it take to convince you to do so? Most of us have made purchases over the Internet ... what would it take to get you to make a contribution?
- Does the use of video help convince you to support the cause?
- Have you ever been a part of a grass-roots internet fundraising effort? Tell us about it.

Your initial post is **due by 11:59 pm CT on Friday**. You must respond to at least two classmates’ posts by **11:59 pm CT on Sunday**.
Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College’s Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as
the period of time between Monday and Sunday (except for Week 8, when the week and the course will end on Saturday at midnight). The course and system deadlines are all based on the Central Time Zone.

**Email**

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

**Late Assignment Policy**

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

**Course Evaluation**

You will have an opportunity to evaluate the course near the end of the session. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

**Additional Resources**

**Orientation for New Students**

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

**Technical Support**

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<td>800-231-2391 ex. 4357</td>
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**Online Tutoring**

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the
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