ENG 332: Course Syllabus

Communication for Business and Management

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INSTRUCTOR INFORMATION

Name	Office Phone	Email	Office Location
Dr. Christine Cranford	919.515.3866	clcranfo@ncsu.edu	Tompkins Hall, 102

COURSE INFORMATION

Course Website: **https://moodle-courses1819.wolfware.ncsu.edu**
Course Credit Hours: 3

Course Description

ENG 332 Communication for Business and Management will introduce you to the kinds of communication tasks you can expect to perform after graduation and in the workplace; the course emphasizes the needs of various professional audiences, strategies of adapting organization and style to those needs, and ways of supplementing written communication with oral reports and visual aids.

This course fulfills the "advanced writing" option under the Writing and Speaking General Education Requirements for many programs and students. For more detailed information, you can access Student Learning Outcomes and General Education Requirements Objectives for this course.

Prerequisites/Corequisites
You must be recognized by My Pack as a junior or senior.

General Education Program (GEP) Information
None

GEP Category Fulfilled
None

GEP Corequisites
None

COURSE DELIVERY AND STRUCTURE

- This online course delivers all learning materials, activities, and assignments, through **Moodle**, a secure and easy-to-use online learning platform.
- The course is completely **asynchronous**, which means that students have no real-time class meeting requirements.
- Learning activities include reading assignments, practice quizzes, videos, PowerPoint presentations, discussion forums, and individual and group projects.
- This course consists of 7 units. A few units last one week, while several units may require several weeks to cover all unit topics. Each module begins on a Monday and ends on a Friday. Assignments are due by 8 am on Fridays.

COMMUNICATION

Announcements

Unit announcements will be posted at the beginning date of each unit in the announcement area in our Moodle classroom; each announcement will summarize what you should be completed for the unit, as well as, any assignments due. Other class announcements will be posted in the announcement area of our Moodle classroom. Unit and Class announcements will be sent to your NCSU email account.

Response Time

The communication plan below represents how you will receive communication from me and feedback/grades for activities and assignments. All graded assignments can be accessed through the gradebook.

Communication	You will receive feedback/grades within
Emails	I will do my best to respond to emails within 24 hours, Monday through Friday. I usually answer email for the last time around 4pm. Emails received over the weekend will be answered on Mondays

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Class Discussion	7 days Forums will be used for class discussion. To ensure that you earn up to 100 points for class discussion, review the Discussion Guidelines in the Getting Started Unit.
H5P Lectures with Practice Quiz	Auto-graded These quizzes do not count as part of your overall average, but they are an activity that will allow you to see if you comprehend concepts from the class materials.
Projects 1-5	15 days Projects will be graded by a rubric. In addition, you will receive in-text and global comments from me.

Virtual Office Hours

Available by appointment.

COURSE LEARNING OUTCOMES

ENG 332 Course Objectives (CO) set by the Professional Writing Program, English Department.

Upon completion of this course, students will be able to:

1. Write documents that address purposes, audiences, and conventions of professional contexts: industrial, governmental, and applied research environments.
2. Recognize and construct effective arguments for a variety of audiences and to adapt these to the formats and conventions of professional documents and genres.
3. Apply principles of document design and incorporate visual elements to meet the needs of different professional audiences.
4. Construct presentations appropriate for professional audiences and to apply the principles of effective oral communication.
5. Communicate effectively using electronic media appropriate to their professional fields.

6. Participate effectively in the writing process by planning, drafting, reviewing, revising, and critiquing professional documents.
7. Collaborate effectively in teams to create, review, and revise documents.
8. Analyze and justify the persuasive strategies and professional conventions they use in their own writing.
9. Able to describe ethical implications of communication situations in professional contexts.
10. Able to locate, analyze, and use information appropriate for selected professional documents and communication tasks.

TH!NK Course Description

This course is part of NC State's effort to enhance students' critical and creative thinking skills. Embedded throughout the content of this course are tasks that will help students become adept at using the intellectual standards for critical and creative thinking to evaluate the work of others, solve problems, and address questions of communication in your field. Students will also be introduced to tools to help you reflect on your own thinking (i.e. metacognition).

TH!NK Course Objectives

After completion of this course, students should be able to:

1. Understand and explain critical and creative intellectual standards.
2. Evaluate the work of others using the critical and creative intellectual standards.
3. Apply critical and creative thinking skills and behaviors in the process of solving problems or addressing questions.
4. Reflect on their own thinking and the thinking of others.

The intellectual standards referenced in the course objectives and that will be used throughout the course come from Paul and Elder's (2012) *The Nature and Functions of Critical and Creative Thinking*. Although this book will not be required reading in this course, you may wish to skim over it for your own knowledge: http://dl4a.org/uploads/pdf/CCThink_6.12.08.pdf. The Office of Assessment has also developed a poster (the image on this page in the upper right) that covers the types of questions we ask when it comes to critical and creative thinking. You will see these questions, or variations of them, throughout the course assignments.

TH!NK Program Assessment

As a student in this course, you have some special responsibilities in helping us assess the effectiveness of teaching and learning for the critical and creative thinking (TH!NK) initiative.

Each student will receive an email from the Office of Assessment, asking you to take an online survey at the end of the semester. This is important in evaluating the success of the program.

To receive credit for participation, you must complete the survey online within the requested timeframe.

Some of the assignments that are a part of this class will also be shared with the Office of Assessment. Your work will remain confidential. Your work will never be reported on individually but may be part of a group report after identifying information is removed.

COURSE SCHEDULE

Our Moodle classroom is organized by units. The course calendar below divides up each unit by weeks and each week gives required instructional materials to review as well as low-stakes assignments (class discussion, check your knowledge quizzes, and peer review) and/or high-stakes assignments (individual or group projects) to complete. The course schedule is set up by weeks to create a pace for you to complete all required unit elements.

Week	Topic	Readings	Activities
Week 1	Getting Started: Course Introduction	- Read Welcome to ENG 332 Letter - Read the Syllabus - Review the Course Overview - Read Course Management - Read Group Discussion Guidelines - Explore the Learning with Moodle Tutorial (optional)	- Complete the Practice Assignment: Orientation - Take the Practice Quiz: Orientation Quiz - Participate in the Practice Choice: Have you updated your profile? - Post to Introductions Forum
Unit 1: Introduction to Communication for Business and Management			
Week 2	Topic 1: What is Business Communication? Topic 2: NC State TH!NK: Critical and Creative Thinking Process	*Topic 1: What is Business Writing?* - Read Chapter 1: Succeeding in Business Communication PowerPoint - Watch Cube Talk: Effective Communication Video *Topic 2: NC State TH!NK: Critical and Creative Thinking Process* - Watch Critical and Creative Thinking Process Video - Read Critical and Creative Thinking Process lecture - Critical and Creative Thinking Behaviors lecture - Intellectual Standards of Critical Thinking	- Take What is Business Communication H5P Lecture with a Practice Quiz - due X date - Post to the LinkedIn Summaries Forum - due X date
Unit 2: Elements of Business Writing			
Week 3	Topic 1: Audience and Purpose Topic 2: Document Types Topic 3: Document Design	*Topic 1: Audience and Purpose* - Read Chapter 2: Adapting Your Message to Your Audience PowerPoint - Read Audience Analysis Lecture - Read Communication Failures Contributing to the Challenger Accident: An Example for Technical Writers Article	- Post to Challenger: Part 1 Forum - due X date - Post to Challenger: Part 2 Forum - due X date

		Topic 2: Document Types ● Watch Cube Talk: Document Types Video ● Read Communicating through Email lecture ● Read Writing Memos *Topic 3: Document Design* ● Read Chapter 6: Designing Documents PowerPoint ● Read Chapter 16: Creating Visuals and Data Displays	
Unit 3: Employment Communication			
Week 4	Topic 1: Creating Job Application Materials	*Topic 1: Creating Job Application Materials* ● Read Chapter 12: Building Resumes ● Read Chapter 13: Writing Job Application Letters PowerPoint ● Read Career Resources Guide Watch Cube Talk: Resumes Video ● Watch LAUNCH Series: Preparing Resumes Video ● Read "I" Point of View Lecture *Supplemental Materials* ● Review Action Words for Resumes ● Read Preparing for Interviews and Negotiating Salaries ● Watch LAUNCH Series: Networking on LinkedIn Video Read NC State Writing and Tutorial Services' "How to Peer Review" ● Review Project 1: Resume, Example A ● Review Project 1: Resume B	● Post to Application Process Concept Map Forum - due X date ● Post to Resume Forum - due X date
Week 5	Topic 2: Resume Peer Review Apply Your Knowledge- Project 1: Resume Assignment	*Topic : Peer Review* ● Read Peer Review: Instructions ● Read Peer Review Form	● Post to Resume Peer Review Forum - due X date ● Complete Project 1: Resume - due X date
Unit 4: Negative Communication			
Week 6 and 7	Topic: Negative Messages	*Topic: Negative Messages* ● Read Chapter 10: Delivering Negative Messages	● Post to Email in the Workplace Forum - due X date

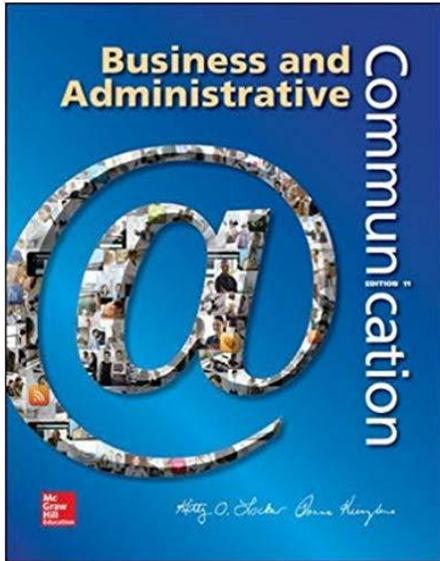|			
		● Read Negative Messages Lecture *Topic: Emails and Tone* ● Read Effective Email Communication Lecture ● Read Tone in Business Writing Lecture ● Watch Wolfe, Joanna. "What Employers and Professors Wish You Knew About Email Communication." Carnegie Mellon University. 2016.	
Week 8	Apply Your Knowledge- Project 2: Negative Message		● Complete Project 2: Negative Message Email - due X date
Unit 5: Informative Communication			
Week 9	Topic: information Reports	*Topic: Informational Report* ● Read Chapter 18: Analyzing Information and Writing Reports PowerPoint	● Post to Planning Documents Forum - due X date
Week 10	Apply Your Knowledge- Project 3: Informational Report	*Topic: Memos* ● Read Writing Memos Lecture ● Read Basic Memo Structure Lecture *Supplemental Materials* ● Review Project 3: informational Report Example A	● Complete Project 3: Informational Report - due X date
Unit 6: Persuasive Communication			
Week 11	Topic: Persuasive Writing	*Topic: Persuasive Writing* ● Read Chapter 11: Crafting Persuasive Messages PowerPoint ● Read Effective Persuasion: Developing Persuasive Documents lecture ● Read Chapter 17: Writing Proposals and Progress Reports PowerPoint	
Week 12	Topic: Organizing Information	*Topic: Researching for Reports* ● Read Chapter 15: Researching Proposals and Reports	● Post to Concept Map Forum - due X date

Week 13 and 14	Topic 1: Peer Review Apply your Knowledge- Project 4: Formal Report	*Topic: Peer Review* ● Review Peer Review Instructions ● Complete Peer Review Form *Supplemental Materials* ● Review Project 4: Formal Report, Example A ● Review Project 4: Formal Report, Example B	● Post to Project 4 Peer Review Forum - due X date ● Complete Project 4: Formal Report - due X date

Week 7: Oral Communication

Week 15	Topic: Presentations	*Topic: Presentations* ● Watch Cube Talk: Technology Video ● Read Chapter 19: Making Oral Presentations PowerPoint ● Read Designing an Effective PowerPoint Presentation ● Read "The Cognitive Style of PowerPoint: Slides are Not Evil" article *Supplemental Materials:* ● Review NCSU's Digital Media Lab ● Review Data Visualization Lecture	● Post to PowerPoint is Evil Forum - due X date
Week 16	Apply Your Knowledge- Project 5: Presentation	● *No assigned readings*	● Post to Reflection Forum ● Complete Project 5: Presentation - due X date

Please note: course schedule is subject to change.

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COURSE MATERIALS

Required Textbook and/or Software

Locker, Kitty, and Donna S. Kienzler. *Business and Administrative Communication.* 11th Ed. New York: McGraw Hill, 2015.

Optional Materials

There are optional readings given within units; they are listed as "Supplemental Materials".

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides **technology requirements and recommendations** for computer hardware.

Software

This course recommends the use Microsoft Word or Google Docs to create written documents for class projects. PowerPoint or Google Slide is recommended for create class presentations. How to obtain recommended software and privacy policies are listed below.

Recommended Software:
> *   *Moodle and Wolfware*
>   ○ *Moodle Accessibility Statement*

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- - *Moodle Privacy Policy*
  - *NCSU Privacy Policy*
- **Adobe Reader** *(for reading PDF files)*
  - *Accessibility Statement*
  - *Adobe Privacy Policy*
- **Blackboard Collaborate**
  - *Accessibility Statement*
  - *Privacy Policy*
- **G Suite**
  - *Accessibility Statement*
  - *Privacy Policy*
- **Office 365**
  - *Accessibility Statement*
  - *Privacy Policy*

Minimum Computer and Digital Literacy Skills

- Obtain regular access to a reliable internet connection
- Proficient typing and word processing skills (MS Word, text editors, Google Docs)
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
- Download attachments
- Knowledge of copy/paste and use of spell check
- Use computer networks to locate and store files or data
- Internet skills and ability to perform online research using various search engines and library databases. Visit **Distance Learning Services** at NCSU Libraries for more information.
- Properly cite information sources using MLA format/APA format

ONLINE LEARNING EXPECTATIONS

Although you are not required to log into our Moodle course, at a specific time, you should be log into our Moodle course two to three times a week. Many of the course units are covered over several weeks. The course calendar divides up each unit by weeks and each week gives required instructional materials to review as well as low-stakes assignments (class discussion, check your knowledge quizzes, and peer review) and/or high-stakes assignments (individual or group projects) to complete. The course schedule is set up by weeks to create a pace for you to complete all required unit elements.

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NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

Tips for Success:
> **Do**: Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
> **Don't**: Flame others in discussion forums. Flaming is the act of responding in a highly critical, sarcastic, or ridiculing manner – especially if done on a personal level. Remember that these discussions are meant for constructive exchanges and learning!

> **Do**: Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
> **Don't**: Go for long periods of time without communicating to your instructors or classmates. It is important to stay a part of the online community!

> **Do**: Remember to read over your posts before selecting "Submit."
> **Don't**: Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

Additional resources
> **DELTA's Netiquette or Best Practices for Teaching Online**
> **Netiquette – Ethics in Computing**

COURSE AND INSTITUTIONAL POLICIES

Graded Assignments
Unit assignments include a variety of types of assignments, ranging from forum posts to creating documents. The unit assessments are designed for you to apply your knowledge absorbed from the course materials to low stakes assignments (practice quizzes, discussion forums) and to high stakes assignments (written documents). Low stakes assignments are designed to test that you have comprehended unit concepts and gain practice applying them. High stakes assignments are designed for you to apply unit concepts to larger written documents.

These are the types of assignments that you may find within each unit:

- **H5P lectures with Practice Quizzes**- these lectures have embedded short practice quizzes within for you to check that you understand specific concepts. The quizzes within these lectures are not graded. These quizzes are automatically graded but they do not apply to a percentage of your overall average. The grade given is provided so that you can judge how well you comprehended unit concepts.
- **Forums**- each student will be placed into a smaller (8-10 members) group to participate in class discussion. Class discussion activities are low stakes exercise that may consist of answering questions and discussing unit concepts, short writing exercise, and analyzing technical documents. Review the discussion guidelines given in the Getting Started unit. Forums are graded by me, but I most often do not provide written feedback.
- **Peer Review Forums**- For a few units, you will participate in peer review where you will post a draft of your project and you will receive comments from your peers. Directions for peer review is given within the peer review forums. Forums are graded by me, but I most often do not provide written feedback.
- **Projects**- Projects are high-stakes assignments where I ask you to apply unit concepts to a larger written document. Most projects are individual assignments; however, you will participate in one team assignment, where your team will write a cohesive technical document. Projects are graded by me, and you will receive written feedback detailing how well you executed unit concepts.

Grading Policy

Grades for activities, discussions, and assignments will be managed through the Moodle gradebook. Graded assignments will be supplemented by your textbook and online class lectures. Projects will be graded by a rubric.

Each graded assignment will be a percentage of your whole grade (see percentages below). All assignments are graded on a 100-point scale.

Final averages will not be rounded or curved. I will not respond to emails requesting an increase in your final average.

Graded Assignments

Assignment	Description	Weight	Scale	Grading Method	Due Date

H5P Lecture with Practice Quiz	These lectures have embedded short practice quizzes within to check your understanding of specific concepts. These quizzes are automatically graded but they do not apply to a percentage of your overall average. The grade given is provided so that you can judge how well you comprehended unit concepts.	0%	0-100 points Determined by how many quiz questions are given	Automatic Score. Answers will be revealed after answering each question.	X Dates
Group Discussion	Forums will be used for group discussions and peer review. At the beginning of the semester, you will be assigned to small discussion groups. Within these groups you will conduct discussions on various topics and/or participate in low-stake writing activities. In addition, peer review of projects will be conducted through your assigned discussion group. Over the course of the semester, you will participate in X group discussion forums.	10%	0-100 points	Rubric	X Date
Project 1: Employment Document	For project 1, you will create a resume for an advertised job position or internship. You will also create a reflection statement to explain the rhetorical choices you made in your document.	20%	0-100 points	Rubric	X Date
Project 2: Negative Message	For project 2, you will write a negative message email for a defined audience. You will also create a reflection statement to explain the rhetorical choices you made in your document.	15%	0-100 points	Rubric	X Date

Project 3: Proposal	For project 3, you will write a proposal that will proposal your topic for project 4: the formal report.	15%	0-100 points	Rubric	X Date
Project 4: Formal Report	For project 4, you will write a formal report to address an industry, business, or global issue for a defined audience. You will also create a reflection statement to explain the rhetorical choices you made in your document.	30%	0-100 points	Rubric	X Date
Project 5: Presentation	For project 5, you will create a PowerPoint presentation to present your formal report to a defined audience. You will also create a reflection statement to explain the rhetorical choices you made in your document.	10%	0-100 points	Rubric	X Date

Grading Scale

This course uses this grading scale:

Low	Letter	High
97 ≤	A+	≤ 100
93 ≤	A	< 97
90 ≤	A-	< 93
87 ≤	B+	< 90
83 ≤	B	< 87
80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73

67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

Professional Writing Program Grading Standards

	A	B	C	D	F
Audience	Writing demonstrates an obvious awareness and adaptation to specific workplace audiences.	Writing demonstrates a general awareness and adaptation to specific workplace audiences.	Writing demonstrates a limited awareness and partial adaptation to specific workplace audiences.	Writing demonstrates minimal awareness and insignificant adaptation to specific workplace audiences.	Writing fails to demonstrate awareness of audience.
Purpose	Writing demonstrates an obvious awareness of how to accomplish the intended outcome.	Writing demonstrates a general awareness of how to accomplish the intended outcome.	Writing demonstrates a limited awareness of how to accomplish the intended outcome.	Writing demonstrates an insignificant awareness of how to accomplish the intended outcome.	Writing fails to achieve intended outcome.

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Document Design	Document demonstrates an obvious understanding and application of document design elements. Document is visually appealing, consistent, and adheres to all standards.	Document demonstrates a general understanding and application of document design elements. Document is visually appealing, mostly consistent, and adheres to most standards.	Document demonstrates a limited understanding and application of document design elements. Document lacks visual appeal. Document is partially consistent and does not adhere to all standards.	Document demonstrates a minimal understanding and application of document design elements. Document is unappealing. Document is inconsistent and does not adhere to standards.	Design fails to follow document design standards and format.
Organization	Writing incorporates appropriate rhetorical strategies for sequencing information in a clear and logical manner.	Writing incorporates generally appropriate rhetorical strategies for sequencing information in a reasonably clear and logical manner.	Writing incorporates limited rhetorical strategies for sequencing information.	Writing incorporates minimal rhetorical strategies for sequencing information.	Writing fails to incorporate rhetorical strategies.

Support/ Development	Writing provides detailed support for arguments and persuades readers.	Writing provides most necessary details for arguments and persuades readers.	Writing provides limited details for arguments and does not fully persuade readers.	Writing provides minimal details for arguments and does not persuade readers.	Writing fails to support arguments and does not persuade readers.
Grammar/ Mechanics	Writing has no problems with grammar and mechanics.	Writing has some minor problems with grammar and mechanics.	Writing has significant errors with grammar and mechanics.	Writing has serious problems with grammar and mechanics.	Writing is incomprehensible.
Overall	Writing accomplishes all aspects of the assignment, demonstrates clear application and obvious mastery of concepts.	Writing accomplishes most aspects of the assignment, shows some application and general mastery of concepts.	Writing accomplishes limited aspects of the assignment, shows partial application and some mastery of concepts.	Writing accomplishes minimal aspects of the assignment, shows insignificant application and lacks mastery of concepts.	Writing fails to accomplish any of the requirements.

Project Submission

- Submit (by uploading your file) your projects using the "Assignments" area within our Moodle classroom. Save your file under YOUR last name and project number (For example: Cranford1.doc)
- **You are required to submit a word file for project 1-4.** If you are concerned about formatting, you are welcome to submit a word file and a PDF file. If you do not submit a word file you will lose 5 points off the project grade.
- It is your responsibility to submit the correct file. Any errors in file submission are not accepted. The file that is submitted will be graded.

Late Assignments

- Late projects will be accepted no later than two days late (including weekends) and will be accessed a 10 point per day penalty. No projects will be accepted beyond two days late.
- Late discussion postings ARE NOT accepted.

Incomplete Grades

NC State's Incomplete Policy:

At the discretion of the instructor, students may be given an IN grade for work not completed because of a serious interruption in their work not caused by their own negligence. An IN must not be used, however, as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Work undertaken to make up the IN grade must be limited to the completion of the missed work. An IN grade must be made up by the end of the next regular semester (not including summer sessions) in which the student is enrolled, provided that this period is not longer than twelve (12) months from the end of the semester or summer session in which the work was due.

You can assess NC State's Incomplete policy, https://policies.ncsu.edu/regulation/reg-02-50-03/

Attendance and Participation

- Although I do not require you to log into our Moodle class at a specific time, you are expected to participate in class and meet class discussion and project due dates.
- Class announcements will be sent to your NCSU email address. Please check your NCSU email account often.

- If you would like me to review a project draft, please send me your file as an attachment to an email 7 days before the project due date.
- If you have an university excused absence with documentation, you will be allowed to make up missed assignments. Please email me to schedule makeup work.
- You can assess NC State's Attendance Policy: https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/
- You can access NC State's Withdrawal Process: https://studentservices.ncsu.edu/your-classes/withdrawal/process/

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the **Code of Student Conduct**. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the **Academic Integrity** web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Basic Needs Security

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program https://dasa.ncsu.edu/pack-essentials/

STUDENT SERVICES

> **Academic Support**
  - **NCSU Libraries: https://www.lib.ncsu.edu/**
    - Research Assistance
    - List of Subject Specialists

- - ■ [Ask a Librarian](#) - Live services from NCSU Libraries
    - ■ [RefWorks](#) (Web-based tool to organize research) This is free for NCSU students
    - ■ [Citation Builder](#) - help with APA
  - ○ **NC State Tutorial Center: https://tutorial.dasa.ncsu.edu/**

> **[Academic Advising](#)**

> **[Registering for Classes](#)**

> **[Financial Aid](#)**

> **[Accessibility Support](#)**

> **[Online and Distance Education website](#)**

TECHNICAL SUPPORT

NC State University HELP Desk:

> Website: **https://help.oit.ncsu.edu/**
> Email: **help@ncsu.edu**
> Phone: 919.515.HELP
> Walk-in Support

Hours:

Semester	Monday-Friday	Saturday
Fall and Spring	8 a.m. to 7 p.m. After 5 p.m., please ring the doorbell.	Noon to 5 p.m. Please ring the doorbell.
Summer	8 a.m. to 5 p.m.	Noon to 5 p.m. Please ring the doorbell.

Students can receive computer support in these areas:

> **Operating system**
> Including virus and spyware removal
> **Software**
> Most software packages are easy to install, but if you encounter difficulty, Walk-in Center staff are happy to help.
> **Network connectivity**
> ResNet and the campus wireless network
> **Warranty and hardware repair**
> For computers and warranties purchased through the NC State Bookstore
> **Unity account**
> Including password resets, disabled accounts
> **2SV support**
> Duo and Google two-step verification support

ELECTRONIC COURSE COMPONENTS

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

> **Equal Opportunity and Non-Discrimination Policy Statement** and **additional references**

> **Code of Student Conduct**

> **Grades and Grade Point Average**

> **Credit-Only Courses**

> **Audits**

STUDENTS WITH DISABILITIES

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the **Disability Resource Office** at Holmes Hall, Suite 304,Campus Box 7509, 919-515-7653 . For more information on NC State's policy on working with students with disabilities, please see the **Academic Accommodations for Students with Disabilities Regulation (REG02.20.01)**

COURSE EVALUATIONS

ClassEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common-core questions.

Each semester students' responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

> Contact ClassEval Help Desk: **classeval@ncsu.edu**

> **ClassEval website**

> **More information about ClassEval**

SYLLABUS MODIFICATION STATEMENT

Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order we will cover them in. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction.