Meeting Times

EDUD 6317 LIVE! Web Conference

Weekly
Thursday, 7:00 PM to 8:00 PM,

Microsoft Teams meeting

Join on your computer, mobile app or room device
Click here to join the meeting

Meeting ID: 249 587 631 612
Download Teams | Join on the web

Learn More

Contact Information

Professor of Record for Section 46F: Dr. J. Kenneth Young

Email: jkyoung1@lamar.edu
Office: Virtual
Phone: 409-880-7355

Section 45F

Office Hours
By Appointment
https://outlook.office365.com/owa/calendar/Meetings@lamar0.onmicrosoft.com/bookings/

Professor of Record for Section 47F: Dr. James D Laub

Email: jlaub@lamar.edu
Office: 234 Education Building
Phone: 409-880-8699

Section 46F
Office Hours
By appointment
https://outlook.office365.com/owa/calendar/Meetings@lamar0.onmicrosoft.com/bookings/

Professor of Record for Section 48F: Dr. John Decman
Email: jdecman@lamar.edu
Office: Remote
Phone: 281-639-2792

Section 48F
Office Hours
By Appointment

Professor of Record for Section 45F: Dr. Kenyetta Martin
Email: kmartin55@lamar.edu
Office: Virtual

Please email for appointments.

Catalog Description

This course provides an overview of technical research writing as a precursor to the dissertation required in the doctoral program. The focus is to articulate an in-depth knowledge base in verbal and written format. It is Part Two of a two-part learning process in scholarly writing. Academic Research I is a required prerequisite.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>CLO 1</th>
<th>Develop a topic for educational research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO 2</td>
<td>Create a concept map for research topic.</td>
</tr>
<tr>
<td>CLO 3</td>
<td>Analyze and synthesize literature articles to support case for a literature review.</td>
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<tr>
<td>CLO 4</td>
<td>Survey and critique the literature to discover evidence of defensible findings about the topic.</td>
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<tr>
<td>CLO 5</td>
<td>Critique draft literature reviews and provide feedback.</td>
</tr>
<tr>
<td>CLO 6</td>
<td>Create a mini-literature review using at least 30 research articles.</td>
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</tbody>
</table>
Course Materials

Publication Manual of the American Psychological Association

Author: American Psychological Association
Publisher: American Psychological Association
Edition: 7th
ISBN: 9781433832161

Educational research: Planning, conducting, and evaluating quantitative and qualitative research

Author: Creswell, J. W., & Guetterman, T. C.
Publisher: Pearson
Edition: 6th

The Literature Review: Six Steps to Success

Author: Lawrence A. Machi, Brenda T. McEvoy
Publisher: SAGE Publications
Edition: 3rd
ISBN: 9781506336244

Course Policies

Prior Course Completion

Admittance to the doctoral program in educational leadership and admittance to the Graduate College of Lamar University is required prior to enrolling in this course. Successful completion of the EDUD 6314 Academic Writing I is required.

Course Expectations

Learning in this course will occur because of lectures (both written and video), assigned readings, and concentrated study by the individual students, and include class discussions, individual reflection, discussion assignments, and one group culminating paper and project. Students are expected to stay current with the course schedule, assignment due dates, and assigned readings. Multiple perspectives on an issue only enrich our thinking about it. For this reason, participation is an essential part of your learning in this course. Your insights are valuable to your fellow students and faculty, and you will also benefit from their ideas and interpretations. There is generally a quick turnaround for grades so
maintaining a schedule that allows you to effectively manage time will be important. **Students should log into Blackboard daily, if possible, but no less than four times a week to check for updates from the instructor and participate in the discussions (if provided).**

**Plagiarism**

Plagiarism is not acceptable and may result in a failing grade for that assignment or the course in full. This includes plagiarism of both published and unpublished information. All work submitted must be your own work unless the assignment was specified as group work. Students are expected to cite references when using another author’s ideas and use the APA 7th ed. format for referencing both in the body of a paper and the references section.

**Expectations and Timelines for Communication & Grading**

Each faculty member will provide their preferred method of communication during the first live meeting of the semester, as well as provide opportunities for individual meetings if requested. Faculty are expected to respond to communications within 48 hours during the week and will respond on weekends and university holidays at their discretion.

For most assignments, students can expect to receive grades by the Friday after they submit their work. There may be some occasions or special circumstances that may prevent faculty from being able to fulfill this expectation, in which case fair and equitable accommodations will be made in regard to related assignments if warranted.

**Expectations for Assignments**

Unless exceptions are explicitly communicated. All written assignments should be submitted as Word documents using 12 pt. Times New Roman font. Formatting and writing should adhere to APA style and mechanics throughout. This includes cover page, writing in correct verb tense, and accurately formatted citations and references. Inclusion of running heads are at the discretion of the professor of record.

All work should be original or properly cited, and reflect doctoral level thought and tone.

**Participation for Assignments and Discussions**

Participants are expected to stay current with their course schedule, assignment due dates, and assigned reading. When working in groups, all members of the group are expected to positively participate in the discussion or activity. Additionally, a grade may be lowered because of lack of participation concerning class learning activities requiring input and collaboration.

Any work dependent on classroom interactions/participation (e.g., discussion boards, presentations, etc.) or failure to complete exams/assessments during a participation window will not be accepted late.

For all other assignments, late assignments will only be accepted with prior approval from your instructor of record and only in cases of extraordinary circumstances such as critical illness, hospitalization, or death of family member. **Work schedules/requirements or personal reasons such as**
family vacations, birthdays, etc. are not justifications for late submission.

Preparation and early submissions will support your learning growth, but in the event prior notice and/or approval was not given to your instructor of record, a 10% deduction/day will apply. Work submitted a week late will receive a zero.

Group Work

The program works to help foster meaningful and productive relationships with cohort members. As a result, you will be tasked to work in groups for some classes. Please know that everyone is expected to play a productive, contributing, and documented role in a timely manner for any group assignments. It will be to the faculty’s discretion to change group members and/or remove a group member who is not participating fully in group assignments.

Incomplete Course

We understand that our students are living full lives that include school, work, and family, and that sometimes the effects of extraordinary circumstances may prevent a student from completing the course within the semester. In these instances, students must consider dropping the course or requesting an Incomplete (I) as a final grade from their professor of record.

A grade of Incomplete can only be requested if the student has submitted 50% or more of the required assignments for the course, otherwise they must request to drop the course or receive late/failing grades for missed assignments. If Incomplete is approved, students will have until the end of the next long semester to complete the course. Failure to complete the course will result in a final grade of “F” for the course (see doctoral handbook).

Students requesting an Incomplete will need to provide compelling evidence in writing that demonstrates a momentous change in their current situation that would justify not being able to complete the course. Examples of acceptable circumstances would be prolonged illness of self or individual under student’s care, unexpected increase in family or job responsibilities, unexpected or prolonged effects of a natural disaster. Requests should be sent to their professor of record.

Students must request the Incomplete within one week (7 days) of failing to submit a required assignment (i.e., before the grade automatically becomes a zero). Any assignments that receive a zero before the request for an Incomplete is filed will not be changed.

Accessibility Resource Center

In the case of extended illness or other such occurrence that may warrant extended due dates or modifications of course schedules or assignments, students will need to submit documentation through the Accessibility Resource Center.

Drop Dates

This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the http://www.lamar.edu and search “Academic Calendar.”
Grading and Assignments

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<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
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</table>

For this first assignment, you will demonstrate your ability to do some of the preliminary tasks of writing a literature review by providing a 1-page document that includes the following:

1. An **educational leadership** topic or issue that will be the focus of your literature review. This should only be a 1-2 word topic (e.g., teacher shortages, Artificial Intelligence, mentoring college students).

2. A list of guiding questions that could/should be answered as a result of your literature review (e.g., for the topic of teacher shortages: Is there really a shortage of teachers? What are the causes of teacher shortages? Where are teachers going? What are solutions for teacher shortages?).

3. List of search terms and search term combinations that you think you will use to find empirical studies for your literature review. Descriptors (found in searches in ERIC) or Key Terms (Often included in database searches) may provide some help with this.

In a Word document, include a properly formatted title page (running heads can be omitted) and use correctly formatted level 2 headings for each required element (i.e., topic, guiding questions, search terms) and put the content under the headings in a bulleted list. For example:

**Topic**

- Teacher shortages.

**Guiding Questions**

- Is there really a shortage of teachers?
- What are the causes of teacher shortages?
- Where are teachers going?
- What are solutions for teacher shortages?

**Search Terms**

- Teacher shortages.
- Educator shortages.
<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Assignment 2a</td>
<td>25 points</td>
<td>Narrowing the Focus</td>
<td>Fine Tuning</td>
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<tr>
<td></td>
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<td>It is not uncommon for burgeoning scholar-practitioners to begin too broadly on a topic/issue, only to discover that what they thought was a problem was only their problem due to not having read enough about their topic or their topic was entirely too broad and needed to be narrowed.</td>
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<td>In this assignment, you are going to practice narrowing down your topic from last week by doing the following:</td>
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<td>1. Write a draft of a topic statement for your literature review. Think of it more as a descriptive phrase rather than a paper or chapter title. For example: Leadership styles of successful leaders.</td>
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<td>2. Using one of the potential guiding questions from your module 1 activity or based upon your knowledge of descriptors/key terms that you may have used for the third task in Activity 1, narrow the topic to something more specific. For example: Leadership styles of successful campus leaders and some potential sub-topics that would be used.</td>
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<td>For this submission, submit a Word document that includes your topic (from Activity 1, #1) and the required elements listed above.</td>
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<tr>
<td>Assignment 2b</td>
<td>25 points</td>
<td>Synthesizing and Summarizing</td>
<td>Keeping the Main Things, the Main Things</td>
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<td>One of the keys to successfully writing a review of literature is knowing how to summarize and synthesize literature well. Secondary to those skills is being able to do it in your own words without “borrowing” from the authors of the source or using direct quotes unnecessarily.</td>
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<td>For this assignment, you will demonstrate your ability to summarize and synthesize research by doing the following tasks:</td>
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<td>1. Download 2 empirical studies that are related to your topic or sub-topics you might use for your literature review.</td>
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<td>2. On one of your articles, highlight studies summarized in the article's lit review/background that would be appropriate sources for you to find and read for your lit review.</td>
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<td>3. In a Word document, summarize each article in 1-2 sentences and then synthesize your summaries into a single sentence and cite appropriately.</td>
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<td>Attach pdfs of both of your articles and the Word document with the tasks mentioned above before you submit.</td>
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<td>Weight</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Assignment 3</td>
<td>50</td>
<td>Concept Map of Research Topic</td>
<td>Students will create a concept map schematic focused on the topic of educational research they plan to pursue (50 points).</td>
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<td>Assignment 4</td>
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<td>Source Identification</td>
<td>Not All Sources are Created Equal</td>
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<td>Most of us are familiar with, or at least heard of, the GIGO principal: Garbage In Garbage Out. One of the keys to making good decisions,</td>
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<td>as well as composing a quality literature review, is reliance on quality resources.</td>
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<td>For this assignment, you will demonstrate your ability to classify different types of sources and how they might be used in your review</td>
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<td>of literature. By completing the following tasks:</td>
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<td>1. Find a source that meets the following criteria:</td>
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<td>1. Scholarly literature</td>
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<td>2. Gray literature</td>
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<td>3. Popular literature</td>
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<td>2. Download each source and include the type of literature it represents as the file name (i.e., Scholarly.pdf, Gray.pdf, Popular.pdf).</td>
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<td>3. In a Word document, provide the correctly formatted reference entry for each source and where or how it would most likely be used as</td>
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<td>a source from the following options:</td>
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<td>1. Introductory material providing context for problem/issue.</td>
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<td>2. Body of literature review supporting topic or subtopic.</td>
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<td>3. Should not be used (include why it should not be used).</td>
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<td>Attach all three sources and a Word document that includes the tasks in #3 above and submit.</td>
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<tr>
<td>Activity 5</td>
<td>50</td>
<td>Draft paper outline</td>
<td>Outlining will enhance the writing process and allow the student to better organize the topic. This exercise will focus on narrowing a</td>
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<td>generic topic into a doable, research-focused topic</td>
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<td>Assignment 6</td>
<td>50</td>
<td>Draft paper</td>
<td>Students will submit a draft paper of what they have written so far for instructor feedback and guidance (at least five pages).</td>
</tr>
<tr>
<td>Literature Review Paper</td>
<td>700</td>
<td></td>
<td>Students will write and develop a 10-15 page literature review (not including cover page and references) on a topic or problem of practice</td>
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<td>they are interested in exploring. A minimum of 30 references must be used that are empirical studies from peer-reviewed journals. APA</td>
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<td>style must be followed in all aspects of the paper.</td>
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<td>Total</td>
<td>1000</td>
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</table>

Grading Scale
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-900</td>
<td></td>
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<tr>
<td>B</td>
<td>899-800</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>799-700</td>
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<tr>
<td>F</td>
<td>699 - below</td>
<td></td>
</tr>
</tbody>
</table>

## Course Subject Outline

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying a Problem/Topic</td>
<td>C&amp;G: Ch. 2</td>
<td>Submit Working Title &amp; Topic/Problem/Practice</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M&amp;M: Ch. 1</td>
<td></td>
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<tr>
<td>2</td>
<td>Organizing and Synthesizing</td>
<td>C&amp;G: Ch. 3 (pp.92-96)</td>
<td>Topic Refinement &amp; Summarizing &amp; Synthesizing</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M&amp;M: Ch. 2</td>
<td></td>
<td>25/activity</td>
</tr>
<tr>
<td>3</td>
<td>Surveying the Literature</td>
<td>M&amp;M: Ch. 4</td>
<td>Concept Map</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Critique the Literature</td>
<td>M&amp;M: Ch. 5</td>
<td>Source Identification</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Writing the Review</td>
<td>M&amp;M: Ch. 6</td>
<td>Detailed Outline</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Writing Style, Grammar, and</td>
<td>APA: Ch. 4 &amp; 6</td>
<td>Draft Paper (minimum of 5 pages)</td>
<td>50</td>
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<tr>
<td></td>
<td>Mechanics.</td>
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<tr>
<td>7</td>
<td>Writing the Literature Review</td>
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</table>
COVID-19 Statement

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

Academic Honesty Policy

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.

The University and its official representatives may initiate disciplinary proceedings 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.
All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

ChatGPT Policy

“Students should not use Artificial Intelligence (AI) regenerative applications to complete course assignments or for any other academic activities unless permitted explicitly by the instructor. AI, or any other machine generated information, should be used as a supplemental resource and should not replace traditional academic activities.”

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard), even if the course meets on campus.

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. **Students may not drop a course during the last 20 percent of the term.** Students should check the academic calendar at https://www.lamar.edu/academic-calendar for specific dates.

Students with Disability Policy

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

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.
If you are registered with the ARC 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.

Additional information is available at the ARC website (http://www.lamar.edu/disability-resource-center/).

Academic Support

Academic Support can be located at https://www.lamar.edu/students/#acad-supp (https://www.lamar.edu/students/#acad-supp).

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.

Student Services

Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html (https://www.lamar.edu/students/student-engagement/student-health-center/index.html) for more information about our services.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at http://students.lamar.edu/index.html (http://students.lamar.edu/index.html). There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management (https://www.lamar.edu/about-lu/administration/risk-management/index.html) webpage.

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 ground 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**

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other 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 is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**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.

**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.

**LU Learn/Blackboard Learning Management System (LMS)**

Students will utilize Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

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

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. For additional information about online proctoring, click here and view details under proctoring services.
Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

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 emails 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. A 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 name 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.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: 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.