Abnormal Human Behavior
CNDV-5350

Fall 2023  Section L02  3 Credits  09/26/2023 to 10/31/2023  Modified 09/28/2023

Meeting Times

Tuesdays 8:30pm CST via BlackBoard Collaborate Course Room

Contact Information

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Email: lbussey@lamar.edu

Catalog Description

A study of various symptom categories in psychopathology. The course will include an analysis of the diagnostic categories as well as the research concerning etiology and treatment.

Course Objectives

COURSE OBJECTIVES

Students who successfully complete this course will be able to:

1. Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.
2. Operate and perform at the graduate level. High quality performance is expected in this course.
3. Produce quality graduate work, behaviors, and outcome;
4. Be cooperative and adhere to course information and course policies and procedures;
5. Conduct performance per professor, graduate and college's expectations;
6. Learn to be a problem solver, critical thinker, and explore learning in a constructive manner;
7. Identify etiologies and diagnoses based on symptoms presented;
8. Identify and learn about diagnoses using the DSM5 or later versions;
9. Evaluate potential for suicide risk and risk assessment plans related;
10. Devise treatment plans based on diagnoses;
11. Identify involvement of family in treatment;
12. Recognize professional issues biases and stigma of mental disorders;
13. Differentiate between mental health diagnoses and developmentally appropriate reactions;
14. Distinguish legal and ethical considerations in presented cases;
15. Understand the role CNS role plays in normal and abnormal psychology of humans;
16. Understand Affective Disorders and as related to normal and abnormal behaviors;
17. The role of Psychopharmacology in treating abnormal behaviors and disorders;
18. The role neuroscience plays in understanding humans abnormal psychology and behaviors;
19. Requires high level of performance, ample time into learning concepts and theories, and application of those learning concepts into diagnosis and treatment per course content and instructional team directives.

**Student Learning Outcomes**

STUDENT LEARNING OUTCOMES

- Operate and perform at the graduate level. High quality performance is expected in this course.
- Demonstrate knowledge, application, performance, and operation at the graduate level with the highest expected level of outcome.
- Learning outcomes at the graduate level of performance and quality production
- Learning to identify etiologies, diagnoses, and treatment plans based on DSM 5

- Ability to conduct a suicide risk assessment
- Ability to devise treatment strategies for systematic diagnoses using DSM5
  - Ability to apply legal and ethical considerations in presented cases
  - Ability to understand the CNS, Affective Disorders, and Psychopharmacology.
  - Ability to learn about human psychopathology and abnormalities.
  - Ability to analyze, synthesize, diagnose, and evaluate at the graduate level and as required in the course, and as judged by the instructional team.

**Course Materials**

REQUIRED TEXTBOOK


** 5th Edition is also available, either is fine for this course**

Revel is OPTIONAL

Student Registration Instructions

To access REVEL from your Blackboard course:
1. Start from your Blackboard course.
2. Select a content area (perhaps called Content or REVEL) from the left navigation.
3. Select Open REVEL.

If you have a Pearson account, enter your username and password. Otherwise, create a new account. When your accounts are linked, select an access option:

- Redeem an access code purchased from the bookstore.
- Buy access using a credit card or PayPal.
- If available, get temporary access.

Your REVEL content appears.

To go back to Blackboard, look for the Blackboard tab or window in your browser.

See Important Documents for additional Revel information.

Throughout the semester, please access your REVEL content through Blackboard.

To upgrade temporary access to full access:

To upgrade your access before your temporary access expires, select the link in your confirmation email.

Once your temporary access expires, when you open REVEL from Blackboard, you’re prompted to upgrade your access. Redeem a pre-purchased access code, or buy access using a credit card or PayPal.

Need help?

If you have trouble getting access, make sure your laptop or other device is set up to work with REVEL.


If all fails, call Pearson Tech Support not your professor, BB, or the IA. They cannot help.

Revel Training & Support
Pearson Support for Online Teaching
Student Tech Support

Make sure you take some time to learn about Revel and how to use it. It is a leap in technology and a one stop shop. You have the best of materials on your hands. Using Revel’s videos to watch all up to date information regarding this course. Videos in this course are old Revel solves 7
the problems. **If all fails**, or you do not purchase or lease Revel media, or wish to substitute any video or learning media with other available YouTube or Khans Academy videos and learning media, you are allowed to do so. Meaning if any of the posted videos have broken links or not enough, use other media of choice. You are permitted and recommended to do so.

### Accreditation Standards

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>AAQEPStandards</th>
<th>TExES 252</th>
<th>TAC</th>
<th>CurricularExperience in 5350</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify etiology and diagnoses based on symptoms presented</td>
<td>D.I.002</td>
<td>wk 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Construct diagnostic assessment using the DSM</td>
<td>D.I.002</td>
<td>wk 1, 2, 3, 4, 5 discussions; wk 1, 2, 3, 4, 5 assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Evaluate potential for suicide risk and action plans related to that risk</td>
<td>Standard I.B</td>
<td>TAC b13, c4, c5, d3, d4, f3, f4</td>
<td>Wk 3discussion</td>
<td></td>
</tr>
</tbody>
</table>
Grading and Assignments

COURSE REQUIREMENTS AND ASSIGNMENTS (All course assignments must be submitted in APA format) following the rubric and instructor.

It is very important that you keep up with the assigned readings, lectures, and activities. All assignments, including weekly discussions must adhere to the American Psychological Association (APA) style 7th edition or later editions guidelines (APA, 2020).

APPLICATION ASSIGNMENTS (4 assignments. 300 Points)

1. All work must adhered to the course, syllabus, and academic expectations of quality graduate
2. Each of the first four weeks (75 points for each Week, 1-4; 4X75=300 point). That is 4 assignments for the semester.
3. You will submit an assignment where you will demonstrate your understanding of the concepts learned, and course content learned.
4. Some assignments will demonstrate your mastery while others may contribute to a course project. Detailed instructions, along with the scoring guide to be used in assessing the assignment are included in the Assignment section of each weekly module. All course assignments must be submitted in APA format.
5. IA discretion and professional judgement counts as the highest factor in determining your grade. Once a grade is issued, final grades are Should you debate, argue, or disagree to a grade issued by the IA, send your IA an email following the rules and polices of proper communications and ask for an explanation of the grade. Improper communications that do
not follow the directives and suggestions of the two important documents under Proper Communications and Professionalism.

6. Course Assignments are due by the 7th day of the week or as indicated in the grading and course calendar, or syllabus information, and subject to change due to any unforeseen changes and circumstance.

DISCUSSIONS (100 points; 20 points per week) The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and is a requisite activity in this course.

Discussion Requirements:

1. You are expected to participate at least 3 separate days a week in the weekly discussion area. Discussion topics/questions are provided in the Discussion Board area. Initial post due Day 4 and responses due Day 6.

2. In addition, you are expected to respond to two of your fellow students’ To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members’ postings. Where appropriate, you should use references to support your position.

3. Each week has at least one discussion question. The discussion questions require an original Initial Post (which includes at least two APA citation/ references) and responses to at least 2 other students’ postings (one citation/response for each response).

4. According to course design system, the Initial postings for the discussion board are due by Day 4, and responses are due by Day 6. It is important to adhere to the weekly time frame to allow others ample time to respond to your You may post peer responses before your main post. Responding to an Instructor's post may count for one peer response. Discussions will be graded according to the Discussion Posting/Response Rubric; and per the discretion and evaluation of the IA (Instructional Associate) best judgement. Due to the nature of these interactive discussions, late discussion responses are not allowed and will earn the student a 0 point.

5. To be more flexible and help ease the stress of course requirements due dates, both the initial postings and responses can be due without penalty on Day 7. The professor stretched the due dates to help smooth the anxiety level for some. You may submit your work as indicated above or by the 7th day (same day for assignments) without penalty. We hope this relieves you from additional stress and focus more on learning. Hence the due dates for both Assignments and Discussion posts will have the same due date every week (7th day) on the Grading section of the Submit by no later than 11:00 pm on Day 7. For those that wish to follow the instructions in the assignment and submit prior to the 7th day or the due date, you are welcome to do that.
*See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

COURSE PROJECT (The Final Project. 200 Points)

1. Adhere to the Due Dates listed in your course/BB.
2. Check your Due Dates in your BB course information so you do not miss due
3. Do not wait until the last minute to submit your

4. Make sure your system works well (e.g., IT system) and do not submit/upload the wrong assignment, or upload blank documents. That is your responsibility. It may result in 0 credit or significant loss of points, or denial of a second attempt.
5. Second attempt means: the first attempt failed to upload, access, or the See detailed instructions in your BB course information.

Overview

6. As Clinical Mental Health Counselors, we are trained to diagnose, evaluate, and treat per clinical disorders present in the client/patient. Before we treat actual clients. The goal is to sharpen skills using case studies. For your final project, you will select a person/patient/client (real/historical/non-fictional; celebrity/public figure; living/dead, someone you know-- but a real character/person but that person will have enough facts to generate your analysis and work based on that medical/psych/socio-economic Always mask information for confidentiality reasons should that person be someone you know and chose for this assignment). You will apply your knowledge from the entire course to the development of this project. This Final Project will help you to synthesize and display your understanding of assessment, diagnosis, treatment planning, family involvement, and legal/ethical issues. You should also listen to the lectures, review supplemental materials, and use the rubrics as guides to help you complete the assignment. This assignment will count toward your final grade and is due by Day 7 of the final week. It is worth 200 points. Due date is scheduled and must adhere to it. No exception.
*See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

Additional Final Project Directives

For the Final Project, you will have a specific template to follow found under the Final Project heading where you will select a person for whom you will develop a case study with diagnosis and treatment recommendations. Once again, the person can be real, a public figure but a non-fictional character, (historical/non-fictional; celebrity/public figure; living/dead). Cases presented in your texts or in the course are NOT eligible for use in this project.

Your Final Project will contain the following sections:

1. **Introduction to the topic** (Note: in APA style, the Introduction does not get a separate heading)
2. **Identifying Information:** Age, gender, ethnicity, relationship status, and vocation of the
3. **Presenting Problem:** The individual’s primary problems or
4. **History of the Present Problem:** When did the problem begin? How severe is the problem, e., does it impact the individual’s work, relationships, or leisure pursuits? Are any stressful life events associated with the presenting problem?
5. **Personal and Family History:** Information about family background, relationship history, developmental history, education/work history, medical history, substance abuse, and/or previous counseling/psychiatric experiences that may be related to the presenting
6. **Diagnosis:** See template for
7. **Justification:** Include descriptions of the individual’s signs and symptoms to support your
8. **Treatment:** Report the recommended treatments for the disorder and evaluate the individual’s prognosis for improvement.
9. **Legal and Ethical Considerations:** Comment on any legal or ethical concerns in the diagnosis and treatment of this individual.

10. **Conclusion**
Your paper should be 10-15 text pages (not including title or reference pages). Use your textbooks and the DSM5 to support your writing and each of the above items (1-10). Make sure the IA is on the same page as you are. Always email and ask the IA about your grades and other issues. He/she is your first stop. Grading is his/her responsibility. You may also use information from other scholarly sources such as articles found in the Lamar library. Depending on the person you select, information from non-scholarly resources may be relevant as well. Be sure to write your paper using APA style and cite all references accordingly. An APA formatted template has been provided for your use here and in Course Resources. TK20 for your program portfolio is not required.

Important: your project must demonstrate knowledge, understanding, and application of information learned in this course and specifically in regard to DSM5 diagnosis and treatment. That is the bottom line expectation and goal of this project. So, make sure you follow those directives and keep this goal in mind.

COMPREHENSIVE FINAL EXAM (400 points)
A comprehensive exam of this course will cover all content specified.

*See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

GRADING PROCESS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Week</th>
<th>Total Course Points</th>
<th>Percentage of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>20 points each week for five weeks</td>
<td>100</td>
<td>10 %</td>
</tr>
<tr>
<td>Application Assignments</td>
<td>75 points each week for four weeks</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>200 total points.</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>400 total points.</td>
<td>400</td>
<td>40%</td>
</tr>
</tbody>
</table>

900-1000 points = A  
800-899 points = B

700-799 points = C  
600-699 Points = D  
Below 600 points = F

- Please adhere to the directives, communications, and suggestions found in the syllabus and Important Documents.
- *All assignments and article critiques/reviews will be required to be submitted through SafeAssign. Students should check their originality reports for each submitted For more information regarding SafeAssign, please visit: [http://kb.blackboard.com/display/SafeAssign/How+Does+SafeAssign+Work](http://kb.blackboard.com/display/SAFE/How+Does+SafeAssign+Work)
- *Any SafeAssign resulting in 30+% may result in 0, reduced points, or other per the referral to designated student department if higher that 40%.

7. *Discussions and Assignments and the Final Project are due on the 7th day* submit no later than 11:00 All can be done prior to that due date (the 7th) if a student wishes to submit earlier than the 7th day. Submit but no later than 11:00 pm on Day 7. This is done to help students manage their due dates and remember them in a better fashion. You may submit your work earlier than the 7th day if you wish.  
*See information regarding due dates in the course calendar and BB course info, as it might change due to unforeseen circumstances or as indicated by the design team.

*If you see that your assignment or test or the like has more than 1 attempt, it is there for a reason. In case your system failed to upload or as such, you can re-submit. Do not use the second attempt if loaded okay the first time. The system will provide detailed info about your attempts. So, make sure you submit once.

Course Subject Outline

COURSE SCHEDULE

1. Abnormal Psychology: Historical and Modern Perspectives
2. Research Methods in Abnormal Psychology
3. Assessment and Diagnosis
4. Anxiety, Trauma- and Stressor-Related Disorders (week 1)
5. Obsessive-Compulsive and Impulse Control Disorders
6. Somatic Symptom and Dissociative Disorders
7. Bipolar and Depressive Disorders
8. Feeding and Eating Disorders (week 2)
9. Gender Dysphoria, Sexual Dysfunctions, and Paraphilic Disorders
10. Substance-Related and Addictive Disorders
11. Schizophrenia Spectrum and Other Psychotic Disorders
12. Personality Disorders (week 3 and 4)
13. Neurodevelopmental, Disruptive, Conduct, and Elimination Disorders
14. Aging and Neurocognitive Disorders
15. Abnormal Psychology: Legal and Ethical Issues (week 4 and 5)

Additional Items

Institutional Policies

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](mailto: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](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. 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](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](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](https://www.lamar.edu/lu-online/technology-support/index.html) 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](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.