

Lecture Syllabus

Geography 481_578 Course Syllabus

Instructor Contact Information	TA Contact Information
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Course Introduction and Overview

Geography 481 is an ADVANCED introduction to geographic information systems (GIS) and the science and mathematics, institutions and organizational structures, and applications and technology that support and drive them. Unlike some online GIS training you may have experienced from GIS software vendors, this class is NOT designed to teach you the software. However, of necessity, you will be required to employ the pre-packaged software, through laboratories, to help you connect the theory with the application. Because you are using a pre-packaged set of labs, it is not always possible to link the concepts in the lectures to the labs as tightly as one might like but I will do my best to make that linkage as well as possible.

Course Philosophy:

This course requires that you **"take possession"** of your own learning. You will be receiving graded laboratory exercises, laboratory quizzes, lecture exams, discussion/blog questions and other learning experiences. You will also be responsible for a project and an e-portfolio. The teaching philosophy that supports this approach is known as "constructivist learning" and focuses on you, as the learner, rather than on your instructor as the teacher. As your instructor, my task is to provide you with appropriate opportunities to learn. Your task is to take advantage of those opportunities to the degree to which you wish to learn. As you might guess, the degree to which you do this will be reflected in your grade. I have found that passive learning methods (i.e. lectures) are ineffective as a means of learning. However, because you, as students, have become accustomed to lectures I will be providing those to you.

Course Experiences:

Through a focused set of lectures, discussions, exercises, readings (both online and using your text), hands-on laboratory exercises (laboratory and/or at home), games, puzzles, and a variety of multi-media and web-based experiences you will be given opportunities to learn about what GIS is, understand its larger intellectual setting, see how others are using it, join GIS communities, exercise your skills with the GIS software, and illustrate your understanding. The typical student will spend between 12 to 15 hours per week on the combination of experiences. Students who wish to excel will often put in more than 20 hours per week. Remember this is a 4 credit, laboratory course that one would expect will take a substantial amount of time. Keep in mind that research shows that there is a direct, positive relationship between the "time on task" and the amount of learning that takes place. I would encourage you to do 2 things.

- **First, interact with the course content in Canvas often -- 3 to 4 times per week minimum, preferable. Ideally at least once a day.**
- **Spend time on the Softchalk (SCORM) exercises, crossword puzzles, and Second Life reviews and exercises. These are designed to help you study. WARNING! There are mistakes in the Softchalk exercises despite all attempts to remove them. If you see one pass it along. Exams do not assume that Softchalk questions are correct!!!**
- **Don't procrastinate! This is hard on you and on your instructors (who grade your work... remember?).**

Textbook and Lecture Experiences:

You will be required to do the following as part of the lecture/textbook component.

1. Read the textbook
2. Review Softchalk (HTML) exercises and take the included review quizzes (non-graded). These are delivered as SCORM (**Shareable Content Object Reference Model**) modules
3. Review available podcasts that will often be used to replace lectures when I am at scientific meetings. These are available as VoiceThreads that you can comment on.
4. Interact in question / answer lecture setting. You are expected to have done some or all of the following: (a) read the chapters, (b) done the Softchalk exercises, (c) watched the lecture VoiceThreads, (c) done the crossword puzzles. You will probably not be able to do all of these so use what works best for your learning. It is highly recommended you do
5. Take 3 open-book (objective exams) in CANVAS. These will be delivered online and you are free to use the internet, books, lectures, Softchalk quizzes, etc. to complete them.
6. Take 17 lecture quizzes (open book) and 2 practical lab exams using ArcGIS and CANVAS.
7. Write a short report regarding designing a GIS for the Valles Caldera of Northern New Mexico (578 students will need to write a full report while 481 students will only turn in the Spatial Information Products matrix).
8. Produce an e-Portfolio based on the products that you turn in during labs (more later when assigned). HINT. Don't get rid of your work and perhaps even take screenshots of your work as you go.
9. Respond to blog/discussion questions as assigned.

Laboratory Experiences:

NOTE: Laboratory exercises are self-directed, however sometimes you need a bit of extra help. A

provision has been made for you in this regard. This is a hyflex class in that you are registered for a 2.5 hour laboratory section. In this section you will have 2.5 hours of scheduled consulting time with your laboratory instructor. You are free to use this or not use this as you so desire. You will also be able to call the laboratory instructor during this type or to Skype in and share screens to get help.

You will be required to do the following as part of the laboratory component.

1. Do the assigned laboratories based on the schedule provided in the [laboratory syllabus](https://nmsu.instructure.com/courses/840280/wiki/lab-syllabus) (<https://nmsu.instructure.com/courses/840280/wiki/lab-syllabus>).
2. Turn in the labs via the CANVAS LMS to your laboratory instructor.
3. Take two practical exams based on the laboratory work.

Getting help with labs

There will be two laboratory instructors assigned to the course. Each will have 3 scheduled hours of laboratory time when they will be available in the laboratory. If you are off campus or otherwise not able to make the laboratory time or you should call your instructor and make an appointment. The phone number for the laboratory is 646-???? and each laboratory assistant's phone number and Skype / Vsee names are listed above. Laboratory instructors will be at an Internet-ready computer and the computer will have Vsee and Skype on it so that you may use them to ask questions, share screens, and discuss laboratory issues. If you are unable to get hold of the TA please contact the department secretary at 646-3509 and ask her to help you to contact them.

NOTE: please use these resources as needed. We cannot help you if you don't reach out to us and let us know what you need.

Your Instructor

I have a BSEd (Earth Science / Biology - University of North Dakota 1974), MS (Geography - University of North Dakota 1980), MPhil (Geography - University of Kansas 1983), PhD (Geography - University of Kansas 1985), and a Graduate Certificate of Online Teaching and Learning (New Mexico State University 2007). I've taught junior high school (Milbank, South Dakota), high school (Cavalier, North Dakota), and university (Mankato State, North Texas State, Ohio State, NMSU). I write textbooks (as you might know if you look at your course text), and other educational materials (e.g. GIS for Dummies). My research interests include GIS applications (especially related to landscape ecology), GIS design, and GIS education. My current research involves the use of multi-user virtual environments to support GIS education and spatial thinking.

Beyond my professional activities I do have a life. Well, ok, not much of a life but some. I love to go for long walks that help me think, enjoy visiting natural settings like Dripping Springs, City of Rocks, and White Sands National Monument (all within easy driving distance). I have always loved working with my hands and still enjoy the occasional few hours working on scale models. My particular interest in model-building include historic ship models (both sail era and WWII) and, more recently, riverboats. I love to read, especially horror novels from Stephen King and Dean Koontz. My favorite pastime is watching DVD movies, especially science fiction, comedies, and older films from the 1960s. I often use these movies to develop ideas that I use in my teaching. My personal life is pretty simple. I'm married now 28 years to Dolores, who is an awesome real estate agent with RE/MAX Classic (had to put in the plug). I love my home and spend as much time as I can there. I listen to rock and roll and classical and enjoy other forms a bit as well. My current musical interest is Celtic Woman. In general I'm pretty easy going, fair, extremely demanding (of

myself as well as of my students), and have a passion for learning. I hope that rubs off on you. Finally, my demands on you will pay off in spades because many of my learners do extremely well in the workforce. Remember, many of you will need to ask me to write letters of recommendation for you so take the time to get to know me and for me to get to know you.

Course Objectives

The principal objective of this course is to provide you with a working knowledge of the broad field of GIS. By working knowledge I mean that you will not only become familiar with all aspects of GIS (from geographic concepts, data, software, hardware, institutions, applications, analysis, design, and implementation), but that you will be able to actually do the following:

- (1) Demonstrate a knowledge of the vocabulary and concepts of GIS via objective examinations.
- (2) Communicate with others intelligently about GIS via discussion questions.
 1. using the appropriate terminology and concepts
 2. asking the appropriate questions
 3. providing answers to others questions
- (3) Employ your knowledge of map projections, datums, and grid systems in discussion and analytical laboratory exercises (See Lab Syllabus).
- (4) Articulate sources of quality data and ways of determining data quality (metadata)
- (5) Identify the spatial dimensions of data and recognize problems appropriate for solution with GIS and make conceptual linkages among application types
- (6) Provide relevant information about GIS design and implementation for selected situations (e.g. the Valles Caldera)
- (7) Suggest appropriate software types and data models for use in unfamiliar analytical tasks
- (8) Use professional GIS software to answer geographic questions using learned geographic concepts
- (9) Communicate the results of analysis verbally, graphically, and numerically

Detailed learning objectives are available at the beginning of each chapter of your required text, and suggested questions related specific to them are available at the end of each chapter.

Unit Level Course Objectives

[Learning Objectives by Chapter\(unit1\).pdf](#)

[https://nmsu.instructure.com/courses/840280/files/35388137/download?](https://nmsu.instructure.com/courses/840280/files/35388137/download?verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1)

[verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1\)](https://nmsu.instructure.com/courses/840280/files/35388137/download?verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1) 

[https://nmsu.instructure.com/courses/840280/files/35388137/download?](https://nmsu.instructure.com/courses/840280/files/35388137/download?verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1)

[verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1\)](https://nmsu.instructure.com/courses/840280/files/35388137/download?verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1) 

[https://nmsu.instructure.com/courses/840280/files/35388137/download?](https://nmsu.instructure.com/courses/840280/files/35388137/download?verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1)

[verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1\)](https://nmsu.instructure.com/courses/840280/files/35388137/download?verifier=5jKKgX0cggcajsPSDCS6kdKMwe93tTk1YHfNIUnE&wrap=1)

[Learning Objectives by Chapter\(unit2\).pdf](#)

<https://nmsu.instructure.com/courses/840280/files/35388145/download?verifier=mKuUHbnkkPrSP3nR4AO9Yxxa6rvJISIH0fBnVclW&wrap=1> 
<https://nmsu.instructure.com/courses/840280/files/35388145/download?verifier=mKuUHbnkkPrSP3nR4AO9Yxxa6rvJISIH0fBnVclW&wrap=1> 
<https://nmsu.instructure.com/courses/840280/files/35388145/download?verifier=mKuUHbnkkPrSP3nR4AO9Yxxa6rvJISIH0fBnVclW&wrap=1>

[Learning Objectives by Chapter\(unit3\).pdf](#)

<https://nmsu.instructure.com/courses/840280/files/35388144/download?verifier=IGWYBxdYgERUWtM5X279It7LAlz9eYYhe40Yx01p&wrap=1> 
<https://nmsu.instructure.com/courses/840280/files/35388144/download?verifier=IGWYBxdYgERUWtM5X279It7LAlz9eYYhe40Yx01p&wrap=1> 
<https://nmsu.instructure.com/courses/840280/files/35388144/download?verifier=IGWYBxdYgERUWtM5X279It7LAlz9eYYhe40Yx01p&wrap=1>

Objectives Relative to National Standards

There are currently no generally accepted standards for GIS&T, however the University Consortium for Geographic Information Science and the Association of American Geographers produced a volume called the Body of Knowledge which contains what was thought to be the known content for the discipline as of its publication date of 2006. That volume also contains over 1200 specific learning objectives against which you may map the contents of this course, its text, and its laboratories. The reference for the volume is:

DiBiase, D, DeMers, M., Johnson, A., Kemp, K., Luck, A., Plewe, B., and Wentz, E. (2006). Geographic Information Science & Technology Body of Knowledge, University Consortium for Geographic Information Science and the Association of American Geographers, Monograph, 174 pp.

The volume is now available as a free pdf file. The link is:

http://www.aag.org/galleries/publications-files/GIST_Body_of_Knowledge.pdf
http://www.aag.org/galleries/publications-files/GIST_Body_of_Knowledge.pdf

Required and Recommended Reading

Textbooks

The following texts are required for the course:

DeMers, M.N. (2009). Fundamentals of Geographic Information Systems, 4th Edition. New York, John Wiley & Sons, Inc.

Digital Version Available:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470459131.html>

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470459131.html>

Gorr, Wilpen L., and Kristen S. Kurland, 2013. GIS Tutorial 1: Basic Workbook, Redlands, California, ESRI Press (for ArcGIS 10.1... old book is NOT acceptable)

Online Resources

Many of our experiences, particularly those related to Canvas, require that we use information available from Corporate Software Vendors, GIS communities, and users. Some of the following, and more that you will discover on your own, are designed to allow you to immerse yourself in GIS without ever leaving home.

Software Vendors

www.esri.com (<http://www.esri.com/>) – The industry leader in GIS has sample applications, learning resources, white papers, online coursework, and, of course the GIS bibliography mentioned above.

<http://www.intergraph.com/geomedia/> (<http://www.intergraph.com/geomedia/>) - Makers of the GeoMedia software product. The company was once primarily involved in Automated Mapping and Facilities management, but the Geomedia product is a full function GIS.

<http://www.clarklabs.org/> (<http://www.clarklabs.org/>) -- Clark Labs, in Clark University have produced a product called IDRISI that is both a GIS and a Remote Sensing Image Processing package.

<http://grass.osgeo.org> (<http://grass.osgeo.org>) -- Geographic Resources Analysis Support System "GRASS" (FREE)

<http://www.qgis.org> (<http://www.qgis.org>) -- Quantum GIS (FREE)

GIS Communities

There are several communities that you might want to join to become part of the GIS business environments.

These blogs provide hints, insights, software updates and much more. The more active you are in these communities the more GIS you will learn and the more employable you will become.

<http://www.giscafe.com> (<http://www.giscafe.com/>) – A general online GIS community with all things GIS fair game (forums, data providers, and much more)

<http://data.geocomm.com> (<http://data.geocomm.com/>) – Another general online GIS community, but this one tends to emphasize data sharing.

<http://gislounge.com/> (<http://gislounge.com/>) -- Another general online GIS community. Similar categories to giscafe, but a somewhat different spin.

<http://www.directionsmag.com/> (<http://www.directionsmag.com/>) -- This is a forum and online magazine to keep you up to date on things GIS.

Podcasts

- <http://www.veryspatial.com/> (<http://www.veryspatial.com/>) -- A very spatial podcast. Generally covers the larger field of geography, but has a great deal of GIS content
- <http://www.esri.com/news/podcasts/index.html> (<http://www.esri.com/news/podcasts/index.html>) - ESRI's podcasts include both an instructional and a apseaker series

Prerequisites:

Tech Skill Prerequisites

This is a technical course and you will need to be able to use some of the basics beyond the GIS software you will find in the laboratory exercises. Below is a list of basic resources to help you with these basics.

- navigate in and use Canvas easily (including the mail, and other tools)
- see [Canvas Tutorials \(http://guides.instructure.com/s/2204/m/4210\)](http://guides.instructure.com/s/2204/m/4210) if you need help
- work with MS Office products
- see [Office Tutorials \(http://office.microsoft.com/en-us/support/training-FX101782702.aspx\)](http://office.microsoft.com/en-us/support/training-FX101782702.aspx)
- use NMSU's NetLibrary (optional skill for recommended reading access)
- [see NetLibrary Help \(http://distance.nmsu.edu/webct_tutorials/index.html\)](http://distance.nmsu.edu/webct_tutorials/index.html)
- find basic resources on the internet
- [see Internet Tutorials \(https://catalog2.nmsu.edu:2172/Help/Default.aspx\)](https://catalog2.nmsu.edu:2172/Help/Default.aspx)
- work in shared documents on Google Docs
- [see Google Docs help \(optional skill for collaborative document prep\) \(http://www.internettutorials.net/\)](http://www.internettutorials.net/)
- communicate via Skype
- [see Skype Tutorial \(http://wiki.secondlife.com/wiki/Video_Tutorials\)](http://wiki.secondlife.com/wiki/Video_Tutorials)
- be able to negotiate and use ArcGIS
- [see ArcGIS Tutorial and online courses at ESRI's Virtual Campus \(http://forum.skype.com/index.php?showtopic=41492\)](http://forum.skype.com/index.php?showtopic=41492)

Knowledge Prerequisites

You are expected to know the basics of five related geographic knowledge domains:

1. The explicit knowledge and usage of spatial terminology as they will eventually be represented in the computer
2. The basics of 3-D to 2-D transformations (map projections) and how these affect the representation, distortion, measurement, and analysis of geographical data.
3. Existence, impacts, limitations, and properties of different map grid systems as they affect way-finding, navigation, location, and tracking.
4. An explicit understanding of the concept of geographic scale as it affects display, analysis, and error propagation in GIS.
5. How cartographic objects are defined by different levels of geographic data measurement (nominal, ordinal, interval, ratio, and scalar) and how these different levels affect cartographic representation and modeling

These prerequisites are REAL! Without them you may be able to get through the course and you might even

do well, however, if you intend to get the most out of this class possible, you need to be comfortable with these five topics.

Computer Equipment Requirements

You are going to be required to perform a series of laboratory exercises using the ESRI (Environmental Systems Research Institute) software called ArcGIS. NOTE: A six-month operational copy of ArcGIS is packaged with your laboratory manual, together with the data needed for the exercises. If you need to have a copy for coursework or thesis, please let me know and I'll make sure you get a 12 month copy. This usually involves physically coming to the department to pick one up or sending a stamped, self-addressed envelope (padded preferably) so we can send it to you.

The ArcGIS software will run on any modern computer running MS Windows (XP, Vista, or Windows 7) operating system. Macintosh computers with the Intel computer chip that is running Windows via either Bootcamp Assistant, VMWare, or Parallels will operate this software easily. In addition to your own computer, the geography department operates a computer laboratory in Breland 192, in which each computer has a full version of the software. MS Office suite is also available on these computers for the preparation of laboratory reports. At the beginning of each semester a schedule of open laboratory hours in which there are no classes, and when a graduate teaching assistant will be available to open the laboratory. Although many of these students are somewhat familiar with the ArcGIS software, and are often very willing to assist you with issues regarding the exercises, but you should not consider them so much as instructors as technical consultants.

You will also need to do the following if you want to take full advantage of this course:

1. Get a free Skype account or a free Vsee account (especially useful if you want to share screenshots for assistance).

Skype and Vsee are free communications tool that allow for instant messaging (IM), voice and even video (and file and screen sharing with Vsee). If you have a headset (with a microphone) this will help you get in touch with me easily when you can't come by my office. I highly recommend a headset (you don't need to spend more than \$15 or \$20 for a reasonable model).

2. Obtain Microsoft Office (especially Word and PowerPoint).

PowerPoint annotations and final reports will require you to use these packages. If you are not familiar with them, please refer to the tutorial links on this syllabus.

Topical Coverage (approximate timing)

Academic Week	Topic (Text Chapters)	Quizzes (Mondays (Wednesdays if Holiday)	Laboratories
1	Ch. 00 – 01 Spatial Learner's Permit / Introduction	No Quiz	SUBJECT TO CHANGE
2	Chapter 02 Basic Geographic Concepts	Ch. 1 Quiz	GIST Chapter 1
3	Chapter 03 Map Basics	Ch. 2 Quiz	GIST Chapter 2
4	Chapters 04, 05 (GIS Computer	Ch. 3 Quiz	GIST Chapter 3

	Structures / Data Models)		
5	Chapter 06, 07(GIS Input, Storage, Editing)	Ch. 04 / 05 Quiz	GIST Chapter 4
6	Chapter 08, Query and Description	Ch. 06 / 07 Quiz	GIST Chapter 5
7	Chapter 09, Measurements	Ch. 08 Quiz	GIST Chapter 6 (project introduction)
8	Chapter 10 Classification	Ch. 09 Quiz	GIST Chapter 7
BREAK			
9	Chapters 11, 12 (Statistical Surfaces / Terrain Analysis)	Ch. 10 Quiz	GIST Chapter 8
10	Chapter 13 Spatial Arrangement	Ch. 11 / 12 Quiz	GIST Chapter 9
11	Chapter 14 Map Overlay	Ch. 13 Quiz	GIST Chapter 10
12	Chapter 15 Cartographic Modeling	Ch. 14 Quiz	GIST Chapter 11 Project work
13	Chapter 16 Cartography and Visualization	No quiz	Project work
14	Chapter 17 GIS Design	Ch 15 / 16 Quiz	Project work
Finals Week	- http://training.esri.com/gateway/index.cfm		- http://training.esri.com/gateway/index.cfm

Assessment

This course has seven (7) forms of assignment. (1). Quizzes (Canvas –based) (2) Graded Laboratories (3) practical lab exams that require you to demonstrate your ability to use the ArcGIS software, (4) exams (3 @ 200 points, objective (CANVAS – based) timing approximately every 5 weeks}, (5) e-portfolio based on the labs (tables, charts, diagrams, maps, user interface screen captures, etc.), (6) A Valles Caldera report (10 page report for 578 students – double spaced, 12 point font, plus SIP Matrix). Valles Caldera SIP Matrix for 481 students. This report or matrix is meant to describe an overview of GIS (578 students) as well as an analysis of existing and needed spatial information products based on the Valles Caldera management plan. It can describe existing, likely future, or desired future output. (7) Valles Caldera Project. This project will involve 6 bi-weekly blogs (25 points each), a compilation of the blog entries, and a final write-up (50 points).

In general I try to provide feedback and grades for exercises ten days from the time they are provided. There are occasional extenuating circumstances where this goal cannot be met I will put forth every effort to maintain that schedule. Labs, which are **handed in to your TA's** will be graded and posted within 14 days of submission. The e-Portfolio and final reports / posters will be graded as soon as possible during the post-finals grade submission timeframe.

Assignment	Points	Number	Total Points

Lecture Quizzes	40	15	600
Laboratories	30-120 points	12	870
Lab Practical Exams	65	2	130
Exams	200	3	600
e-Portfolio (products from labs)	100	1	100
Valles Caldera Report (UG/GRAD)	100	1	100
GIS Blogs (6 @ 25) / Project (1 @ 50)	200	1	200
TOTAL			2600

<http://training.esri.com/gateway/index.cfm>

Grading Rubrics are different for each exercise type. Please refer to them for details. Laboratories, e-Portfolio, and Presentation Rubrics are posted separately.

Final grades will be based on a method called Natural Breaks whereby students tend to cluster along a graph. Still, students always ask me for a target, so here are the targets to receive grades in this course.

A – 92.5% (2313 points)

B – 85% (2125 points)

C – 77.5% (1938 points)

D – 70% (1750 points)

Assignment Schedule:

Assignments will be assigned using the assignment tool, which will indicate the due date and method of turning in the assignment. Individual parts of the assignments will be specifically noted in the assignment.

Each assignment, each quiz, and each exam will have a date attached to it and will also be reflected in your course calendar. Read the course calendar **BEFORE** emailing your instructor and asking when something is due.

Late assignments:

All assignments are subject to the same rules regarding late submissions with the exception of the final project and the e-Portfolio. In general, assignments will be assessed a 10% grade reduction if not turned in on time. No assignments will be accepted beyond one week after the due date for any reason. NOTE: If you have an illness or extraordinary circumstances that affect your ability to turn in assignments on time you are

advised to contact your instructor (or laboratory TA) to ask for dispensation from these rules. Written documentation of extended illness or extreme circumstances (e.g. jury duty) will be required.

Exceptions to this policy are at instructor discretion and may be made for certain circumstances (e.g. bereavement, illness, university sponsored events, etc.), but you must contact the instructors to make arrangements before the assignment is late. We will make exceptions to the prior arrangements requirement in the event of tragic events such as car accidents, a major family emergency, etc. Again, this is at the instructor's discretion.

The e-Portfolio and written project (graduate students) are due at the end of the semester (consult the assignment tool and Canvas Calendar for specific dates). Late e-Portfolios and projects will not be accepted after that time.

Contacting your instructor:

Communication is critical in both face to face and online courses. Contacting your instructor is often based on a differential level of urgency. Other than visiting me during my office hours, below is the preferred method of contacting your lecture instructor depending on level of urgency:

- **Urgent:** (e.g. My computer has crashed, my internet is down, the dog ate my router)
 - Call me at (575) 496-5231 (expected response time between immediate to 2 hours)
- **Important:** (e.g. in need to talk to you about some material I don't understand, I would like to discuss a quiz, my dog is lying on the router)
 - Email me via Canvas (expected response time 4 – 24 hours)
- **Non-Course Related (not urgent):** (e.g. I would like to talk about employment, change of major, a research project, etc. My dog is sniffing my router)
 - Email me via demers01@gmail.com (<mailto:demers01@gmail.com>). Expected response time 24 to 36 hours

If you need a long time you can either come to my office hours or use one of the methods above and we can use Skype, Vsee, gmail chat, or another form of interaction, depending on your circumstances.

Rules of Conduct

Because this course relies heavily on learning community, especially regarding blogs and discussions, it is essential that we all (students and instructors alike) treat each other professionally and with respect. It is important to adhere to the basic forms of netiquette found at the following website:

<http://www.albion.com/netiquette/corerules.html> (<http://www.albion.com/netiquette/corerules.html>)

Plagiarism and cheating on exams, quizzes, etc. are serious breaches of trust and come with often devastating circumstance. Please refer to the discussion of plagiarism in the student handbook for more information.

[Http://www.nmsu.edu/~vpsa/SCOC/misconduct.html](http://www.nmsu.edu/~vpsa/SCOC/misconduct.html)

(<http://www.nmsu.edu/~vpsa/SCOC/misconduct.html>)

Academic Support

New Mexico State University is committed to student success and, as such, has a variety of services available including career planning. The following website describes these resources in

detail: <http://your.nmsu.edu/category/academic-support/> (<http://your.nmsu.edu/category/academic-support/>)

Student Support

New Mexico State University also has an office of student success whose varied services include both academic and personal counseling services. The following website describes these resources in

detail: <http://ssc.nmsu.edu/> (<http://ssc.nmsu.edu/>)

Technical Support

Technical SupportThe ICT Customer Service Center is equipped to deal with your information technology (IT) and telecommunications needs at NMSU. The ICT Customer Service Center hours of operation are from 8:00 am until 5:00 pm MT Monday through Friday. Please feel free to contact them at 575-646-1840 or via e-mail at helpdesk@nmsu.edu (<mailto:helpdesk@nmsu.edu>). For general self-support, you can go to the Student Technology Help web page. For Canvas help, you can go to the Canvas Help web page, which is also available from the Student Support link on the Canvas login page. (<http://studenttech.nmsu.edu/index.html>) (<http://studenttech.nmsu.edu/index.html>)

NMSU Student Accessibility Policy: Students With Disabilities

NMSU Syllabus Statements (from <http://www.nmsu.edu/~ssd/syllabus.html> (<http://www.nmsu.edu/~ssd/syllabus.html>))

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

- Trudy Luken, Director
- Student Accessibility Services (SAS) Corbett Center, Rm. 244
- **Phone:** (575) 646-6840
- **E-mail:** sas@nmsu.edu (<mailto:sas@nmsu.edu>)
- **Website:** www.nmsu.edu/~ssd/ (<http://www.nmsu.edu/~ssd/>)

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation.

For more information on discrimination issues, Title IX or NMSU's complaint process contact:

- Gerard Nevarez, Executive Director or Agustin Diaz, Associate Director
- Office of Institutional Equity (OIE)
- O'Loughlin House
- **Phone:** (575) 646-3635
- **E-mail:** equity@nmsu.edu (<mailto:equity@nmsu.edu>)
- **Website:** <http://www.nmsu.edu/~eeo/> (<http://www.nmsu.edu/~eeo/>)

Accessibility of eLearning Tools

Section 508 of the Rehabilitation Act

In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. '794 d), agencies must give disabled employees and members of the public access to information that is comparable to access available to others.

~Retrieved from [Section 508 of the Rehabilitation Act](http://www.section508.gov/) (<http://www.section508.gov/>).

A Voluntary Product Accessibility Template, or VPAT, is a standardized form developed by the Information Technology Industry Council to show how a software product meets key regulations of Section 508 of the Rehabilitation Act. These are the VPATS for the primary eLearning tools in this course.

- Canvas-compatible Screen Readers: [VoiceOver](http://www.apple.com/accessibility/voiceover/) (Mac), [JAWS](http://www.freedomscientific.com/products/fs/jaws-product-page.asp) (PC)
- [Adobe Products: Section 508 VPATs for \(Adobe Connect 9, Adobe Acrobat, and more\)](http://www.adobe.com/accessibility/compliance.html)
- [Apple Products: Section 508 VPATs for](http://www.apple.com/accessibility/resources/) (Safari Web Browser, Mac OS X, and more)
- [Microsoft Products: Section 508 VPATs for](http://www.microsoft.com/government/en-us/products/section508/Pages/default.aspx) (Internet Explorer, Office, Skype, and more)
- [Google Products: Section 508 VPATs for](http://www.google.com/accessibility/policy/) (Google Earth, Chrome Web Browser, Google Docs, and more)
- [Firefox Web Browser: Section 508 VPAT \(version 3.5 and up\)](http://www.mozilla.org/en-US/firefox/vpat-3.html)

Learning Management System (CANVAS) Accessibility Statement

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create universally accessible content. Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010 - <https://nfb.org/node/1037> (<https://nfb.org/node/1037>).

Find more information here: http://www.instructure.com/canvas_vpat (http://www.instructure.com/canvas_vpat)

Emerging Technologies

In addition to the primary eLearning tools discussed previously, this course demonstrates and provides support for the use of a variety of emerging technologies. I'm working on providing accessibility information for these tools but please bear with me as this will take some time:

- **Skype** provides brief FAQ instruction in the Help forum about turning on keyboard navigation or screen

reader mode through the menu items Tools > Accessibility.

- **Twitter** does not have accessibility information available. Of interest is the development of an app called Easy Chirp at <http://www.easychirp.com> (<http://www.easychirp.com/>). This app is designed to make Twitter a more accessible tool. In April 2013, the creator conducted a Kickstarter campaign to develop Easy Chirp 2 and was successfully in achieving the funding goal.
 - **PBWorks** does not have accessibility information available. They replied to my email about this noting their browser-based nature as reason for not having this information.
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Document Changes

We reserve the right to change syllabus, course content, and instruction to meet the needs of the learners. Thus, this document is subject to change. Any changes will be clearly identified by Course Announcement, color change in document, and with notification at the beginning of this document.