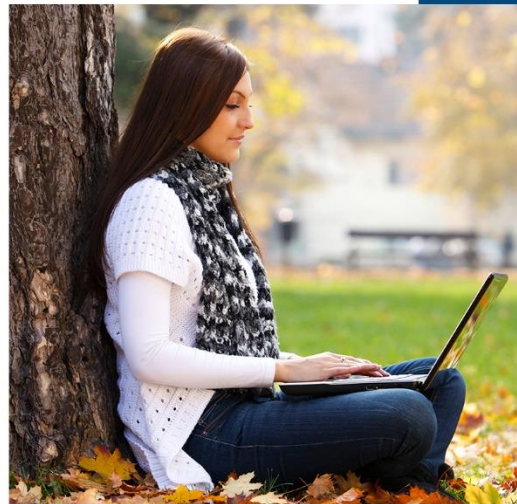




School of
Distance Education
Andrews University

SYLLABUS



**FTES 325 Sports Nutrition
Spring 2024**

FTES 325 Sports Nutrition

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to log in regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail messages to you within 2 *business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

A study of the association between nutrition and exercise performance. Metabolism of carbohydrates, fats, proteins, vitamins, minerals and water and their effect on training. Nutrition assessment of athletes and how to measure body composition. Sport specific nutrition recommendations and the use of ergogenic aids.

Prerequisites

FDNT 230 Nutrition

Required Text/Material

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Dunford, M., & Doyle, J. A. (2021). *Nutrition for sport and exercise*. Cengage Learning.
Print ISBN: 9780357448151 eText ISBN: 9780357709924

Larson-Meyer, D. E., & Ruscigno, M. (2019). *Plant-based Sports Nutrition: Expert Fueling Strategies for Training, Recovery, and Performance*. Human Kinetics Publishers.
Print ISBN: 9781492568643 eText ISBN: 9781492588863

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 75 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

Readings: 3 hours

Lectures: 3 hours

Interactive Discussions: 0.5 hours

Quizzes: 0.5 hours

Weekly work on Final Paper: 1 hour

Studying for Upcoming Exams: 1 hours

Institutional Outcomes

1. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
2. Apply concepts, knowledge, and skills of core fields and their chosen program to solve meaningful problems.

Program Learning Outcomes

- KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
- KRDN 1.3 Apply critical thinking skills.
- KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
- KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

Student Learning Outcomes

The student will develop the knowledge and skills to:

1. Explain basic nutrition principles and how they might be modified to meet the needs of athletes.
2. Explain the impact of physical activity on energy expenditure.
3. Compare and contrast the three energy systems and give examples of physical activities, exercises, or sports in which each is the predominant energy system.
4. Describe how muscle glycogen, blood glucose, proteins, and fats are used to fuel exercise.
5. Identify the role fluid plays in body temperature regulation during exercise and on performance and health.

6. Explain how vitamin and mineral inadequacies and excesses can occur and why either might be detrimental to performance and health.
7. Identify supplements and how they are typically used
8. Explain how energy intake and nutrient density are fundamental to diet planning.
9. Describe the various components that make up the body's composition.
10. Describe the concepts of normal eating, disordered eating, and eating disorders.
11. Create a recipe appropriate for a vegetarian athlete.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbooks and other course material, recordings on presentation slides, quizzes on the reading and recorded material, two course projects, participation in four discussion posts and four exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Tests

Tests will be mostly multiple choice with a few matching questions. Tests will be worth 100 points each. Four tests will be given this semester.

Quizzes

Quizzes will be through LearningHub and submitted each week over the lesson that is covered.

Student Presentations & Research “Team Recovery Nutrition Talk”

Each student needs to decide a group of athletes in which they want to present their information to. Using the prepared powerpoint template each student will record their presentation focused on their chosen group. The presentation can be recorded while presenting to a live audience or can be recorded and then sent to the intended audience.

All students will present on the topic “Recovery Nutrition”.

Include in the presentation: What is it? How can it benefit an athlete? Timing? What nutrients are most important? Where can these nutrients be found? How much of these nutrients are suggested? How can this be calculated? Provide some examples of recovery snacks?

Research the schedule of the group of athletes, provide a suggested schedule for recovery.

See rubric for grading of the presentation.

Website Resource

Students will be required to create a resource (handout, brochure, video, podcast, other recording, etc.) to post on our newly developed Sports Nutrition Webpage. This site will be used for athletes who attend our sports nutrition talks. The resource must be uniquely developed by the student utilizing the information learned in class or researched outside of class from a reliable source of information. Sources must be included. See rubric for grading.

Course Assignments

Posted on LearningHub and a video to introduce each assignment will be posted to the course page.

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics

Research Presentation Rubric							
Criteria	1	2	3	4	Weight	Score	Total
Nonverbal Skills							
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	1		
Subject Knowledge	Student does not have grasp of information.	Student is uncomfortable with information and does not elaborate.	Student is at ease with the information, but fails to elaborate.	Student demonstrates full knowledge of the information with explanations and elaboration.	4		
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	2		
Promptness	Presentation is never sent to the instructor and the presentation is not printed at the time of the presentation.	Either the presentation outline was not sent to the instructor before 10pm or the presentation is not printed and handed in on at the time of the presentation.	Presentations outline is not sent to the instructor before 10pm, but the presentation is printed and handed in at the time of the presentation.	Presentation was sent to the instructor before 10pm and the presentation is printed and handed in at the time of the presentation.	1		
Vocal Skills							
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation	2		
Attention	Audience cannot focus on presentation due to the presenter's lack of engagement and clearness of the topic	Presenters thoughts do not flow, are not clear, and he/she does not engage audience	Presenters thoughts are articulated clearly, but does not engage audience	Presentation is organized and the interest level of the audience is maintained throughout the entire presentation	2		
Projection	Presenter mumbles, audience has difficulty hearing, and the presentation is confusing	Presenter's voice is low. Student pronounces terms incorrectly and audience is somewhat confused	Presenter's voice is clear. Student pronounces most words correctly and audience can understand	Presenter uses a clear voice and correct pronunciation of terms so that all members of the audience can hear and understand the presentation well	2		
Content							
Topic Announced	Audience has no idea what the report is on	Audience is able to assume for themselves what the topic is, but with no announcement from the presenter	Presenter vaguely tells the audience what the presentation is over	Presenter clearly explains what the report is covering	1		
Time Frame	Presentation was not even close to the required time requirements	Presentation is less than the minimal time	Presentation is more than the maximum time	Presentation falls within the required time frame	1		
Visual Aid	Poor, distracts audience and is hard to read	Adds nothing to the presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and keeps interest	2		
Completeness of Content	One or more points are left out	Majority of points are glossed over	Majority of points are covered in depth, some points are glossed over	Thoroughly explains all points	3		
Citations	No citations are listed.	Only some of the citations are listed.	Citations are listed but not in the appropriate format.	Citations are listed and in the appropriate format	1		
Professionalism of Presentation	Presentation is not appropriate for the target audience and presenter lacks professionalism	Presentation is not appropriate for the target audience yet presenter does show professionalism	Presentation is appropriate for the target audience but presenter is not fully professional	Presentation is appropriate to reach the target audience and presenter shows complete professionalism	3		
Total Score					____/100= ____%		

Website Resource Rubric						
Category	Exceeds Expectations (4)	Meets Expectations (3)	Needs Some Improvement (2)	Needs Much Improvement (1)	Weight	Total Score
Introduction	Previews information and it's importance, delineates factors investigated, specific purpose included	Presents adequate information demonstrating learning	Some necessary information presented but many gaps	Minimal necessary information presented	2	
Focus	Elements are focused on primary research area and direction of research is clear.	Presents adequate information to demonstrate learning.	Some necessary information presented but many gaps.	Minimal necessary information presented.	5	
Grammar & Mechanics	Free of grammatical, spelling, and or punctuation error. Appropriate, contributing to an exceptional presentation.	Very few mistakes in grammar, spelling, or punctuation. Very good presentation.	Several mistakes in grammar, spelling and punctuation. Fair presentation.	Numerous mistakes in grammar, spelling, and punctuation. Poor presentation.	3	
Sequencing & Completeness	Arguments and supporting details are provided in a logical sequence. Easy and interesting to follow the author's train of thought.	Presents adequate information to demonstrate learning.	Some necessary information presented but many gaps.	Minimal necessary information provided.	3	
Communication Word Choice	Word choice is exceptionally well matched to intended audience.	Word choice is good, matching intended audience. Flow is easy to follow.	Word choice is fair, inconsistently matching intended audience. Rough flow.	Word choice is poor, inconsistently matching intended audience. Very rough flow.	2	
Communication Audience Awareness	Obviously appropriate to audience in a scholarly expository style.	Awareness of audience, content related to each other, connections made.	Lapses in awareness of audience, content related at times, connections choppy.	Lack of awareness of audience, minimal content relationships, and minimal, awkward connections.	2	
Communication APA Style	Exceptional use of APA style with no mistakes.	Good use of APA style with minimal mistakes.	Some use of APA style with many mistakes and missing information.	Minimal use of APA style with numerous mistakes and missing information.	3	
Discipline Inclusion	Detailed, relevant, realistic information	Good relevant, realistic information	Some relevant, realistic information	Minimal relevant, realistic information	4	
Conclusion	Strong. Audience has a very clear understanding of research presented, and relevance. Effective return to purpose. Excellent integration of materials.	Good. Audience mostly understands research presented. Relevance and purpose may be vague. Adequate information of materials.	Audience minimally sure of understanding research. No relevance or purpose presented. Minimal integrate materials.	Merely restates information. Conclusion is confusing and does not create clarity. Lack of integration of materials.	2	

Discussion Forum Rubric					
Criteria	Exceptional	Very Good	Acceptable	Needs Improvement	No Submission
Frequency & Quantity	(3 points) An initial post and two replies are posted on or before the required dates	(2 points) An initial post and two replies are posted but one was not turned in before the required date	(1 point) One of the required posts were missing	(0.5 points) More than one of the required posts are missing or are not submitted on time	(0 points) No submission
Quality	(5 points) All posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	(4 points) Majority of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	(3 points) Less than half of the posts use the course terms and concepts accurately, focus on the topic, and show critical thinking.	(2 points) No posts use course terms and concepts accurately, focus on the topic, or show critical thinking. Or only one post is present for the entire discussion.	(0 points) No submission
Community	(2 points) All posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.	(1.5 points) Majority of posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.	(1 point) Less than half of posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.	(0.5 points) One or more posts violate mutual respect policy and/or no posts acknowledge the contributions and ideas of class peers. Or only one post is present for the entire discussion.	(0 points) No submission
Citation	(2 points) All posts use accurate citation in APA format where appropriate.	(1.5 points) Majority of posts use accurate citation in APA format where appropriate.	(1 point) Less than half of posts use accurate citation in APA format where appropriate.	(0.5 points) One or more posts are plagiarized. (This may be grounds for a zero in the entire discussion).	(0 points) No submission
Length	(3 points) All posts are a reasonable length (1-2 sentences for each question of the initial post, 50-100 word for replies).	(2 points) Majority of posts are a reasonable length (1-2 sentences for each question of the initial post, 50-100 words for replies).	(1 point) Less than half of the posts are a reasonable length (1-2 sentences for each question of the initial post, 50-100 words for replies),	(0.5 points) All posts are too long (more than 4 sentences per question) or fail to meet the requirement for sentences or word count.	(0 points) No submission
				Total Points: 15 possible	

Exams

There are 4 exams in this course. The first exam covers material from Weeks 1-3, the second exam from Weeks 4-6, the third from Weeks 7-9, and the fourth from Weeks 10-15. Each exam is made up mostly of multiple-choice questions, with a few matching and is worth 100 points each. You will be allowed 60 minutes to take each exam. Each exam is worth 12% of your grade. All exams must be taken under the supervision of a proctor. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow instructions that apply to your situation in the [exam request form](#) to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 Jan 8 – 11	Lesson 1	Read Chapter 1 NSE Introduction to Sports Nutrition Read Chapter 1 PBSN Gaining the Plant-based Advantage	Quiz 1: Intro Due Thurs, Jan 18, 11:59 pm	1
2 Jan 12 – 18	Lesson 2	Read Chapter 2 NSE Defining and Measuring Energy Read Chapter 2 PBSN Getting Adequate Calories from Plant-based Diet	Quiz 2: Energy	2
3 Jan 19 – 25	Lesson 3	Read Chapter 3 NSE Energy Systems and Exercise	Schedule of a Collegiate Athlete Assignment Unit 1 Discussion Quiz 3: Energy Systems	1,2,3
4 Jan 26 – Feb 1	Lesson 4	Read Chapter 4 NSE Carbohydrates Read Chapter 3 PBSN Finding the Right Carbohydrate Mix	Quiz 4: Carbohydrates PROCTORED Exam #1	4
5 Feb 2 – 8	Lesson 5	Read Chapter 5 NSE Proteins Read Chapter 5 PBSN Building Muscle without Meat	Quiz 5: Protein	4
6 Feb 9 – 15	Lesson 6	Read Chapter 6 NSE Fats Read Chapter 4 PBSN Choosing Smart Fats Over No Fat	Unit 2 Discussion Quiz 6: Fats	4
7 Feb 16 – 22	Lesson 7	Read Chapter 7 NSE Water & Electrolytes	Quiz 7: Water & Electrolytes PROCTORED Exam #2	5
8 Feb 23 – 29	Lesson 8	Read Chapter 9 NSE (only pages 336-349) The Roles of Minerals in Bone Formation Reach Chapter 6 PBSN Optimizing Bone Health	Quiz 8: Bones	6
9 Mar 1 – 7	Lesson 9	Read Chapter 9 NSE (only pages 349-355) The Roles of Minerals in Blood Formation Read Chapter 7 PBSN Boosting Iron Intake and Absorption	Quiz 9: Iron	6

Week	Lessons	Readings	Assignments	Outcomes Met
10 Mar 8 – 14	Lesson 10	Read Chapter 8 NSE (pg. 284-298) The Roles of Vitamins in the Body Reach Chapter 9 NSE (pg. 344-349) Sources of Vitamins & The Adequate Intake of All Minerals Read Chapter 8 PBSN Breaking Free of Multivitamin Dependence	Unit 3 Discussion Quiz 10: Breaking Free from Multivitamin Dependence	6
11 Mar 22 – 28	Lesson 11	Read Chapter 10 NSE Diet Planning: Food First, Supplements Second Read Chapter 10 PBSN Choosing Whether to Supplement	Quiz 11: Food First, Supplements Second PROCTORED Exam #3	7
12 Mar 29 – Apr 4	Lesson 12	Read Chapter 10 NSE Diet Planning: Food First, Supplements Second Read Chapter 9 PBSN Prioritizing Food and Fluids Before, During and After Events	Triathlon Planning Session Worksheet Triathlon Presentation Notes Quiz 12: Prioritizing Eating	4
13 Apr 5 - 11	Lesson 13	Read Chapter 11 NSE Body Composition and Weight Related Performance Changing Body Composition to Enhance Performance Reach Chapter 13 PBSN Adapting the Plan to Manage Weight	Student Presentation & Research “Team Recovery Nutrition Talk” Quiz 13: Weight Management	8
14 Apr 12 - 18	Lesson 14	Read Chapter 12 NSE Supplements Used to Change Body Composition, Disordered Eating, and Exercise Patterns Reach Chapter 10 PBSN Choosing Whether to Supplement	Unit 4 Discussion Quiz 14: Supplements	9,10
15 Apr 19 - 25	Lesson 15	Read Chapter 12 PBSN Creating a Customized Meal Plan Read Chapter 14 PBSN Whipping Up Quick Plant-Based Meals & Snacks Look through Chapter 15 PBSN Recipes	Website Resource Assignment Recipe Assignment	11
16 Apr 26 – May 2	PROCTORED FINAL EXAM – Exam#4 (Final Exam needs to be completed by Wednesday, May 1, 11:59 p.m.)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
48%	Exams (4)
15%	Quizzes
12%	Student Presentation "Team Recovery Talk" (recorded)
12%	Discussion Forum Posts (4)
7%	Other Assignments
6%	Webpage Handout
100%	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.