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TO GET STARTED

Welcome!



I'm glad to have you in my online courses this semester. If this is your first online course you may be a little nervous. Relax ... the online part of online courses is not that difficult and I think you will enjoy the experience once you get used to everything.

There are three habits that will help you to succeed in an online course.

1. **STAY ON SCHEDULE** ... when you get behind, things quickly snowball.
2. **TAKE YOUR TIME** ... when you rush, you always miss important details and that may cost you points.
3. **USE ALL RESOURCES** ... when you don't use every available resource, you miss things designed to help you.

Cultivate those habits and you're on your way to a successful semester! This page is the main *Online Courses* page and is the starting point for all courses. Please read through this page carefully. It contains general course policies and all **ANNOUNCEMENTS** posted during the semester.

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[FINDING YOUR COURSE SYLLABUS](#)

➡ At the **top** of this page are links to the following pages.

the five disciplines I teach:

ECONOMICS

EDUCATION

GEOGRAPHY

POLITICAL SCIENCE (Government)

SOCIOLOGY

the **GRADES** page

the **STUDENT RESOURCES** page (check it out!)

the **WRITING PAPERS** page

➡ To access your course, choose one of the five **discipline links**.

➡ When you reach the page for that discipline, look for the specific **course links** in the discipline. Be careful to choose the course for which you registered ... the number of the course should match the number on your registration receipt.

➡ Each course link takes you to the main page of the **course syllabus**. Each course syllabus has links to all of the material needed for that course.

➡ On the main syllabus page, find the **Course Policies** section. You are responsible for knowing and following the policies in that section. If you ignore the course policy information you will have problems doing well in your course.

➡ Below the Course Policies section, find the **Course Schedule** section and chart. The chart has the links to the **eight units** in your course as well as the assignment due dates. Each unit page has the margin notes, power point presentations, text chapters and downloads needed for that portion of the course. Too, the details for completing and submitting all assignments are on the unit pages.

➡ I strongly recommend that you find your course syllabus as soon as possible and start familiarizing yourself with the details of the course. Make sure you know what the course assignments are, when those assignments are due and where you can find the details on how to complete those assignments. Remember that college courses are reading-intensive courses. If you have problems reading for detail, begin immediately to change that habit.

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YOUR PROFESSOR

DR. AMY S. GLENN



CONTACT INFORMATION

dramyglenn@earthlink.net
(Email is the best way to reach me!)

6315 Red Fox
San Antonio TX 78247

Cell 903-345-5AMY (269)

Fax 210-650-3851

OFFICE HOURS

MWF 11:00 AM - 12:00 PM
TR 5:30 PM - 6:30 PM



VIRTUAL OFFICE

Please feel free to drop by during my online office hours.
Log in: first name, underscore & last initial (e.g., Amy_G).
No password needed ... all discussions are public.



STUDENT LOUNGE

Join each other for discussions, study groups activities or just to visit.
Log in: first name, underscore & last initial (e.g., Amy_G).
No password needed ... all discussions are public.

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ANNOUNCEMENTS

[EMAIL FORMATS](#)

Many of you use *Plain* format in your emails. That's okay, but if I send anything to you that has formatting - tables, colors, indentations, etc. - the formatting will be lost. You'll still get the words but it may be difficult to read at times. If you'd like to change to a different format, it's fairly easy to do. If you use Microsoft Outlook, choose *Tools* from the commands at the top. From the drop-down menu, choose *Options*, then the *Mail Format* tab. Next to *Compose in this message format*, choose either *Rich Text* or *HTML*. I use *HTML*. Hit *Apply* and then *OK*. If you use something other than Outlook, the process won't be exactly the same but it should be similar. Just look around in the commands and you should be able to figure it out. If you are using your college or university's email the default format is probably *Plain* but in almost all cases you can change the default to *Rich Text* or *HTML*. It's possible that some of the free email software doesn't allow any format except *Plain*. If that's true of yours or if you simply prefer to use *Plain* format, that's always your choice.

[A WORD ON THE ECONOMY](#)

Economics and Political Science students might be interested in the St. Louis Fed's presentation ***THE FINANCIAL CRISIS: WHAT HAPPENED?***. Make sure your volume is turned up to hear Stackhouse's narrative. You can also click on the *Notes* tab in the left-hand window to read the notes that accompany each slide. A ***TEXT*** version and a ***GLOSSARY*** are also available.

[FROM THE HEADLINES](#)

[CHECK OUT THESE LINKS!](#)

I've run across some really good links that I'm sharing with you below. You'll find some of them useful for class and some of them useful on a personal level but all of them are really good. Check them out when you have time.

- ◆ Want to take a survey but not sure how many responses to collect? The calculator at www.surveysystem.com/sscalc.htm gives you the number for any given population size and desired confidence level. A reverse calculator lets you enter characteristics of an existing survey and gives the confidence interval ($\pm X\%$) to apply to the results. The **Survey System** site, sponsored by a survey software company, also gives clear explanations of statistical significance, survey design and related concepts.
- ◆ **20 Questions a Journalist (and you, too!) Should Ask About Poll Results** - www.ncpp.org/?q=node/4
- ◆ **Annenberg Political Fact Check** at www.factcheck.org describes itself as a nonpartisan, nonprofit, consumer advocate for voters that aims to reduce the level of deception and confusion in US politics. The site provides original articles, with summaries and sources, analyzing factual accuracy in TV ads, debates, speeches, interviews and news releases. Searchable. From the Annenberg Public Policy Center of the University of Pennsylvania.
- ◆ **White House Tapes: The President Calling** - Three of America's most compelling presidents (Kennedy, Johnson and Nixon) bugged their White House offices and tapped their telephones. In this documentary project, American Radio Works eavesdrops on presidential telephone calls to hear how each man used one-on-one politics to shape history. Includes audio, a transcript of the documentary and background information on each president and the tapes. At www.americanradioworks.org/features/prestapes.
- ◆ The Government Performance Project: **The Way We Tax: A 50-State Report** - This report from Congressional Quarterly analyzes the tax structures and tax management of the 50 states and evaluates the way each state raises its revenues. It includes an overview of major sources of state revenue (sales taxes, personal income taxes, property taxes and corporate taxes) and features a description of the tax structure for each state. Also provides related reports back to 1999. At www.governing.com/gpp/2003/gp3intro.htm.
- ◆ **What Home Pages Tell (and Don't Tell) About a Candidate** - www.informationweek.com/story/showArticle.jhtml?articleID=13000586.
- ◆ PBS's **30 Second Candidate** site at www.pbs.org/30secondcandidate allows you to view more political ads than you ever knew existed. Choose the *Historical Timeline* link to see how political ads have changed over the years. And just to get you interested, start with the infamous Daisy ad at www.pbs.org/30secondcandidate/timeline/years/1964.html#movie. Click on *Watch Johnson ads*. Then click on either the *QuickTime* link or the *Real Video* link next to Daisy.
- ◆ Were You Counting on Social Security? Enter your age and sex into the **Heritage Foundation's Social Security Calculator** to see what a comparable worker can expect to receive. The calculator is at www.heritage.org/research/features/socialsecurity/SSCalcWelcome.asp.
- ◆ **Financial Tools** - If your results from the Social Security Calculator were less than encouraging, try the Heritage Foundation's [Personal Retirement Account Calculator](#), [the Social Security Retirement Planner](#), [Retirement Planning Resources from Smart Money](#), [First Service Bank's Financial Planning Tools](#) or [New Tools on the Web](#).
- ◆ Now that you know whether you have it made or don't stand a chance when it comes to retirement, it's time to check out the site at www.politicalcompass.org. **Political Compass** does a good job of explaining political ideologies (although with definitions different from those I use) and gives you a chance to discover your own political philosophy.

I have hundreds of links on my **E-LINKS** pages which you are welcome to use in my classes, other classes or just for the fun of it. At the top of this page use the *Up* link to go to my home page. Then click on **E-LINKS**. If you run across a link that no longer works, let me know. If the site still exists, I'll track down the new link and correct the page.

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[ARE YOU READY TO BE AN INTERNET STUDENT?](#)

Before you take an online course you should be confident about your computer and study skills. Review the following list of requirements to assess your readiness to take online courses.

- I know how to connect to the Web using a web browser.
- I can navigate around the Web and know how to use search engines.
- I know how to send and receive email using the email system of my choice.
 - New to e-mail? Visit www.albion.com/netiquette for tips.
- I know how to do basic word processing including cutting and pasting.
- I know how to open, save and manage files.
- I have access to a computer 5-7 days per week.
- The computer I use meets the basic requirements for online courses.
- I have 12 to 15 hours a week to work on each online course.
- I can motivate myself to log in to the virtual classroom at least 5 days a week.
- I have good reading comprehension skills and written communication skills.
- I enjoy communicating in writing.
- I like figuring things out on my own but I'm able to ask for help when I need it.

If you're not sure all of those statements apply to you, you may not be quite ready for online learning. Visit some of the links below to learn more.

- [IS ONLINE LEARNING FOR ME?](#)
- [IS ONLINE STUDY FOR YOU?](#)
- [JUST HOW READY ARE YOU FOR DISTANCE LEARNING?](#)
- [ARE YOU READY FOR DISTANCE LEARNING?](#)
- [WHAT MAKES A SUCCESSFUL ONLINE STUDENT?](#)
- [IS DISTANCE LEARNING RIGHT FOR YOU?](#)
- [YOU KNOW YOU'RE AN ONLINE STUDENT WHEN ...](#)
- [ARE DISTANCE LEARNING COURSES FOR YOU?](#)
- [SELF-EVALUATION FOR POTENTIAL ONLINE STUDENTS](#)
- [WHAT MAKES A SUCCESSFUL ONLINE STUDENT?](#)
- [AM I READY FOR DISTANCE LEARNING?](#)
- [ARE ONLINE COURSES FOR ME?](#)
- [ARE DISTANCE LEARNING COURSES FOR ME?](#)
- [TILT \(Texas Information Literacy Tutorial\)](#)
- [ONLINE EDUCATION HOW-TO GUIDES](#)

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IMPORTANT LINKS TO YOUR COLLEGE

	Library Links	Student Services Links	Tutoring Links
NLC	www.accd.edu/nlc/library/default.htm	www.accd.edu/nlc/t_student_links.htm	www.accd.edu/nlc/dept/aa/asc/online_tutoring.htm
Aims	www.aims.edu/kieferlibrary/index.php	www.aims.edu/student/services.php	www.aims.edu/student/tsi/index.php
Jacksonville	www.jacksonville-college.edu/library.htm	www.jacksonville-college.edu/current.htm	www.jacksonville-college.edu/current.htm
Angelina	www.angelina.edu/library/index.htm	www.angelina.edu/admissions/index.htm	www.angelina.edu/tutor/index.htm
Lon Morris	www.lonmorris.edu/lmcLibrary-38.php	www.lonmorris.edu/lmcLMeRegister-595.php	www.lonmorris.edu/lmcColeLearning-89.php
UTT	http://library.utt Tyler.edu/	www.utt Tyler.edu/registrar/	www.utt Tyler.edu/Students/TutoringServices/Index.htm
You can find lots & lots of useful links on the STUDENT RESOURCES page.			

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USING EMAIL IN COLLEGE COURSES

1. **Never use all capitals.** This is the written equivalent of shouting and people consider it rude. Too, it's simply not correct grammar.
2. **Never include irrelevant items** - emoticons :), pictures, fancy signatures, closing quotes, scriptures, sales pitches, stationery, business slogans or etc. in course emails. If your software automatically adds any of those things every time you send an email, you must disable that feature when you send a course email. If you email from your workplace, this applies to your work email as well. The only exception to this is if you use an email service that requires you to include the company name at the bottom of all emails.

In order to reply to an email, the email software has to download any graphics, pictures or etc. included in the original. Because I receive so many emails, I have very strict security controls. Those controls block downloading pictures, graphics and etc because they so frequently carry viruses. If your email includes any of those things, my software will block any attempt to reply to it.

3. **Never use colored backgrounds or ink.** All course emails should use black print on a white background. You don't use pink paper and add smiley faces to your hard copy assignments. The same is true for electronic assignments.
4. **Never use IM lingo.** As with any written college communication, your emails should use appropriate grammar and spelling. At the beginning of your course, I will encourage you to work on any spelling and grammar problems I see. As the course progresses, I will expect improvement. Almost all colleges have writing labs and tutors that can help you improve in these areas. Take advantage of those resources. If your college does not offer help, let me know. I have some excellent online resources.
5. **Never send group emails to me** ... including the really sad one your best friend just forwarded to you AND the one that absolutely must be forwarded to 10 people (or else). In case you didn't know, that kind of email is spam and you should never send it to anyone who did not request it or give you permission. Because the problem is so pernicious, I treat it very seriously. My software treats every group email as spam and not only deletes the group email but also deletes all future email from that address before I ever see it.
6. **Never send forwarded emails to me.** Reread my comments about group emails above.
7. **Never send attached files to me** for any reason. I never open attached files because of the danger of viruses and the extra time involved. Instead, copy and paste your work into the body of your email message. It is never okay to send attached files.
8. **Always expect a response.** I respond to every email that requires a response. If you don't get a response from me within 48 hours, chances are I did not get your email. If you don't get a response within 48 hours, try the following suggestions.
 - a. Check the original email you sent me to make sure you used the correct subject line. (It's probably in a folder labeled something like *Sent Items*.)
 - b. Check for replies to the correct email address. When I reply, I do not type your address into a new email. I use the *Reply* button. This means that the reply goes straight back to the address from which you sent your original message. If you sent your message using a friend's email address, your work email address or your school email address, that's where my response went.
 - c. Check the announcements on this page. You should check the announcements frequently. I post announcements for things that affect most students - things such as schedule changes, absences, computer problems and so on. If I'm going to be out-of-town for a few days, for example, and won't have access to my emails, I'll post an announcement so you'll know to expect a delay.

If you discover you made a mistake sending your assignment or if you're simply not sure, paste it into a new email and send it again before it's too late for me to accept. Be certain you've used the correct subject line before resending it.

[Take Note: If you send an email late Friday night or Saturday morning, it may take longer than 48 hours to receive a reply. I usually do not have email

access from about mid-day Saturday until sometime late Sunday evening. If I am unable to reply to all of those emails before noon on Saturday, I probably won't be able to do so until Sunday night at the earliest.]

9. [Always exercise patience](#). There are exceptions to my normal 48-hour replies. You are welcome to send assignments early but if you work ahead so that I receive assignments much earlier than they are due, I probably won't reply until after I've replied to students who are working on schedule or behind. Too, there are certain times in the semester when it's difficult to keep up with the load – for example, at the beginning or end of a semester.
10. [Always assume the best](#). Keep in mind that email communication is not face-to-face. Always be specific and friendly. Since we cannot see each other's facial expression, there is always the possibility of miscommunication. Two things to remember:
 - a. [Brevity](#): Out of necessity, I am sometimes very brief in my replies to questions. I don't do that because of a lack of concern.
 - b. [Responsibility](#): I will not do your work for you ... this is college! If you email asking about something that's in the syllabus, I will tell you to check the syllabus. If you email asking for the definition of ___, I will tell you to read chapter X. If, on the other hand, you don't understand a concept and it's clear to me in your questions that you've done what you can to figure it out, I'll spend as much time as you need. That's my job!

If you are a person who tends to be easily offended, remember that things are different when you communicate by email. I'll assume you're polite if you'll assume the same of me!

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[ONLINE PARTICIPATION POLICY](#)

1. [Submit each assignment in the body of a new email](#). Due to the course management system I use, I do not accept: assignments in attached files, assignments in forwarded emails or assignments in reply emails. Nor do I accept faxed assignments, mailed assignments or several assignments in one email. If we're carrying on a conversation or you have a question or etc, you are welcome to use the *Reply* button but you must use a [new](#) email when ever you send an assignment.

WARNING: You cannot copy the content of an old email and paste it into a new email. My software (and yours) will treat the content as a forwarded or reply email. I encourage you to complete and save your assignment in Word, Word Perfect or whatever software you use and then copy and paste the assignment into the body of your email. That will also make it easier to resend it – by copying and pasting it from Word or etc. into a new email – should you need to do so.

2. [I consider an assignment to be on time if it is correctly completed and in my Inbox by midnight of the day assigned](#). I am not concerned with when you [send](#) an assignment ... I have no real way of knowing that. I can prove only when I [receive](#) an assignment. Too, note the phrase [correctly completed](#) ... you can't ignore the instructions and then say "but it was there before the deadline!"
3. [Use email for all course communication](#) ... not the telephone. If you have an emergency, don't hesitate to call me. My cell number is above on this page for exactly that reason. However, impending deadlines do not constitute emergencies. If you wait until the last minute to start an assignment and need help, you're unlikely to get an email reply from me quickly enough to beat the deadline. You can't fix the problem by calling me ... you can avoid the problem by better organizing your time. Handle [all](#) communication other than emergencies by email.
4. [Never assume I know what you are talking about!](#) If you and I are in the middle of an ongoing discussion always include or refer to previous messages. Chances are I'm in the middle of several discussions so I may not remember what your specific question / problem is unless you remind me.
5. [Always include your first & last names at the beginning of every assignment](#). If you email with a question, comment, etc. always sign your email with your first & last names. I will not assume I know who you are from your email address or a first name only. Nor will I hunt for your name. If I don't see your name at the beginning of your assignment, I will either return it or delete it.
6. [It's important that you frequently check the Announcements at the top of this page](#). I post schedule changes, syllabus corrections, absences, computer problems, updated or changed instructions and so on under *Announcements*. I don't know how many times I've received emails from students angry or distressed about something that would never have been a problem if they had read the *Announcements*.
7. Some of you print out the syllabus. [Please remember that the official syllabus and schedule are online](#). Although I detest making changes in the middle of a course, I do have that right as your professor and occasionally it is necessary. You are responsible for knowing any changes I make while you are in the course. If I have to change an element in your syllabus - a due date, assignment instructions, etc - I make the change [in your syllabus](#). I [always](#) make the change obvious BUT ... if you're working from a printout that won't help you. If you feel better working from a printout that's fine with me ... just make sure you remember to check the online syllabus - the official syllabus - often!
8. In a college course [you have rights AND responsibilities](#). It was your choice to take this course, it is your choice whether or not to follow course policy and it is your choice whether or not to participate. You have the right to make those decisions. But you must also take responsibility for your decisions and your performance in the course.

EXTRA CREDIT: If you do not complete the assigned work in the manner requested, you will not get the points for that work. I cannot (and will not) 'fix' that by giving you alternative work or extra credit work. The assignments I want you to complete are those I've assigned in the syllabus.

[MAKING EXCEPTIONS](#): If you miss a deadline, please don't ask me to make an exception for you. If I make an exception for you, fairness will require me to make an exception for all of your classmates as well. All of us have multiple responsibilities and our own problems and hindrances. But if I make an exception for everyone, I may as well not have deadlines!

[WITHDRAWING FROM THE COURSE](#): I will not drop you should you decide to stop participating in the course. If you stop participating, you will earn whatever points you had accumulated at that time. If you do not want that to happen, you need to complete the course or initiate a drop yourself by contacting the college through which you registered. I have provided the online address for your college's Student Services web page above. [See [IMPORTANT LINKS TO YOUR COLLEGE](#).] You can find that office's phone numbers and/or email address on that web page.

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