NRRT530 COURSE SYLLABUS

INSTRUCTOR INFORMATION
Instructor: Ethan Billingsley, M.S.
Phone: (970) 491-6240
Email: ethan.billingsley@colostate.edu
(Responses to email will be provided within 36 hours during weekdays)

CANVAS
For all of your courses, you will be using a Learning Management System called Canvas. CSU has many resources for students who are new to Canvas.

Access to your courses on Canvas opens up the Friday before the start of the course.

To access your courses on Canvas, click here.

*CSU also has a Canvas Orientation Course that is helpful for students who have never used Canvas before and it is strongly encouraged that all new students complete this orientation prior to starting their first course. You do not need to enroll in the orientation course or have an active eID to complete the orientation course.

COURSE DESCRIPTION
This course provides students with an introduction to the adventure tourism industry. Definitions of adventure tourism, and relevant leisure, outdoor education, and tourism theories and frameworks are discussed and critically examined. Key stakeholders within the adventure tourism industry are identified, along with current and future trends, opportunities, and challenges. Given the role and importance of cultural and natural elements within adventure tourism, the need for sustainable practices and cross-cultural understanding and communication is also emphasized.

COURSE PREREQUISITES AND COREQUISITES
NONE

COURSE OBJECTIVES
By the end of this course, you will be able to:

1. Describe adventure tourism, its unique elements, and the role of guides.
2. Discuss theories and frameworks related to adventure tourism.
3. Describe the structure of the adventure tourism industry and its connections to the outdoor recreation industry.
4. Identify adventure tourism stakeholders and describe their role in the industry
5. Describe who is participating in adventure tourism activities and why.
6. Identify the changing wants and needs of adventure tourists.
7. Discuss the economic impact of the adventure tourism industry at a national and international level.
8. Examine the positive and negative environmental impacts of adventure tourism.
9. Describe methods for achieving sustainability in the adventure tourism industry.
10. Examine the impact of the adventure tourism industry on communities and indigenous people.
11. Discuss how community partnerships are established and maintained.
12. Discuss current and future challenges to the adventure tourism industry.
13. Examine the role of policy in supporting a sustainable adventure tourism industry.

TEXTBOOKS

All reading material will be provided in Canvas and through the CSU library's course reserves.

COURSE PRESENTATION AND PROCEDURES

This course will be presented online, utilizing the Canvas learning environment. Content for this course is organized into eight weekly modules. Each module is divided up into a number of parts. Within each part, a combination of readings, interactive materials, activities, and other graded assignments are provided. Each of these activities are organized in sequential order, and should be completed as such. Make sure that all assigned tasks and readings are completed prior to moving on to the next module.

PARTICIPATION EXPECTATIONS

This is a 2-credit course taught over an 8-week period. To get the most out of this course, it is recommended that you devote 6-8 hours a week to do the weekly readings, read/listen/watch presentations, contribute to discussion forums, and complete your assessments. You will benefit the most when you read the weekly materials before watching the lectures. The recommended break-down of your time is as follows:

- 3 hours a week – weekly readings and taking notes
- 2 hours a week – reading/listening to presentations and engaging with web content and taking notes
- 3 hours a week – contributing to discussion forums/completing assessments

This is a graduate level course that examines a range of theoretical concepts and practical examples within the adventure tourism industry. This industry is very new and because of that, materials are presented from a wide variety of sources. There are high expectations regarding the quality of the work presented and the meeting of assessment deadlines. It will also be necessary to take the time to allow for critical thinking and analysis of concepts and issues presented in order to obtain a high grade.
Please review the core rules of netiquette for some guidelines and expectations on how to behave in an online learning environment.

**GRADING**

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the course schedule. Grading will be provided within one week of the due date. If, however, due to unforeseeable circumstances, the grading of your work takes longer than one week, the instructor will keep you informed of my progress and make every effort to return your work with feedback as soon as I can.

<table>
<thead>
<tr>
<th>ASSIGNMENT*</th>
<th>GRADE POINTS</th>
<th>GRADE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductory Assignment</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Weekly Discussion Exercise (initial response = 16</td>
<td>210</td>
<td>50%</td>
</tr>
<tr>
<td>points + group member response = 14 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Application Assignment 1</td>
<td>100</td>
<td>24%</td>
</tr>
<tr>
<td>Course Application Assignment 2</td>
<td>100</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>420</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

*Keep a copy of all work created for the course, including work submitted through Canvas.

**GRADE DESCRIPTION**

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100% = A+</td>
<td></td>
</tr>
<tr>
<td>90-94% = A</td>
<td></td>
</tr>
<tr>
<td>85-89% = B+</td>
<td></td>
</tr>
<tr>
<td>80-84% = B</td>
<td></td>
</tr>
<tr>
<td>75-79% = C+</td>
<td></td>
</tr>
<tr>
<td>70-74% = C</td>
<td></td>
</tr>
<tr>
<td>60-69% = D</td>
<td></td>
</tr>
<tr>
<td>0-59% = F</td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENT DETAILS**

**Course Activities and Learner Interaction**

1. Student Introduction Assignment
2. Course Application Assignment x 2
3. Weekly Module Discussion Exercise x 7
4. Weekly Module Discussion Exercise Response x 14

1. **Student Introduction Assignment**
   a. Given that this is an online class, it is difficult for us to meet in person. However, that does not mean we cannot learn about one another and get to know one another. Before you get started on your assignments, introduce yourself to your fellow students by
providing a brief summary of who you are, where you are from, your experience within the tourism industry, personal interests, and reasons for taking this course. Feel free to also tell us something interesting about yourself that is not necessarily related to this course or the program. This assignment is worth 10 points.

b. Additionally, it would be great if you could post a photo of yourself on this discussion forum. This just helps to personalize our interactions a little bit more as it puts faces to names and allows us to feel as if we are communicating with individuals and not just words on a screen!

c. If you have already done this in a previous course, you can simply cut and paste this information so that other students who have not yet met you, can learn about who you are and what you do! You can also take this opportunity to provide any updates since your previous introduction.

d. **The Student Introduction Assignment is due Friday at 11:59 PM (MST), at the conclusion of week 1.**

2. **Course Application Assignments (AA)**

   a. Students will also complete two application assignments (AAs) each worth 100 points for a total of 200 points. The focus of the AAs will be profile and gain insight into adventure tourism businesses.

   b. AAs should be typed, doubled-spaced, using WORD, and uploaded via assignment link in Canvas by 11:59 PM (MST) on the due date.

   c. As part of the AA assignment, make sure you reference and cite reading and lecture materials, where appropriate. Use APA 7th referencing when citing journal articles or the textbook. If you are unfamiliar with how to reference, please refer back to the ‘Referencing’ page under the Orientation (Start here!) module.

   d. **AA #1 is due Friday, at the conclusion of week 4, at 11:59 PM (MST). AA #2 is due Friday, at the conclusion of week 7, at 11:59 PM (MST).**

   e. To understand how grading is undertaken for each AA, please refer to the AA rubric.

3. **Modules**

   a. Module 1 – What is Adventure Tourism?

   b. Module 2 – Adventure Tourism Theories and Frameworks

   c. Module 3 – The Adventure Tourism Industry

   d. Module 4 – The Adventure Tourist

   e. Module 5 – Adventure Tourism Trends and Characteristics

   f. Module 6 – Sustainable Practices in Adventure Tourism

   g. Module 7 – Adventure Tourism and Cross-Cultural Considerations

   h. Module 8 – The Future of The Adventure Tourism Industry

4. **Weekly Module Discussion Exercise (DE)** - Your discussion post and two comments are worth 30 points per module for a total of 210 points for the course (no DE or comments will be assigned in week eight).

   a. Discussion Exercises are assigned in each learning module. Each assignment will be
worth 16 points for a maximum of 112 points.

b. In this course, each student will be randomly allocated to a small discussion group forum. You can find your group by clicking on the “Discussions” link. After you have worked through the materials provided in this learning module, complete a reflexive post that examines ONE of the discussion questions posed in this module. Remember to bring in elements from the materials presented to illustrate your discussion. Use APA 7th referencing when citing journal articles or the textbook. If you are unfamiliar with how to reference, please refer back to the ‘Referencing’ page under the Orientation (Start here!) module. Discussion posts should be no longer than one page, double-spaced (approximately 325 words). Please complete this initial post by Thursday, 11:59 PM (MST). This timing is important to allow others to respond to your post. This discussion should be posted to your group’s Canvas discussion forum.

c. Please also comment on at least two of your fellow discussion group members’ posts. These comments are due on Sunday by 11:59 PM (MST). Each comment will be worth 7 points for a maximum of 14 points. In total, our weekly comments will be worth 14 points for a maximum of 98 points. Discussion posts should be no longer than one paragraph, double-spaced (approximately 110 words). Please also remember to be professional in your discussion posts and comments. While you are encouraged to critically analyze and engage with the opinions of others, it is expected that you will do these in a respectful manner. These discussion forums are safe forums where thoughts and ideas can be put forward and explored. These comments should be posted directly to Canvas. A portion of the grade for your discussion exercise will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will also be subtracted for late submissions.

d. Please post your weekly discussion exercise and reply’s directly into the discussion forum.

e. To understand how grading is undertaken for each DE, please refer to the DE rubric.

5. Course Readings – In most cases, the lecture material will be operational examples to highlight key concepts and serve as a reinforcement to the reading materials. The lecture is not intended to simply restate the content from the assigned readings. Therefore, in order to adequately complete the course and module assessments, it is imperative that you both read the required readings and listen to the module lecture(s).
# Weekly Discussion Exercises

**NRRT530 Grading Rubric for Weekly Discussion Exercises**

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Criteria Part A – Initial Post</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanics of Writing</strong></td>
<td></td>
<td>5 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submissions are grammatically correct, posts with rare misspellings, format is clear and logical/professional delivery</td>
<td>Few errors in spelling and grammar, yet overall format is clear and logical.</td>
<td>Poor spelling and grammar in posts; the format of the discussion is difficult to follow and would be deemed as unprofessional by common business standards.</td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td></td>
<td>5 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post is highly related to assigned topics; cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references); expresses opinions and ideas in a clear and concise manner with obvious connection to topic.</td>
<td>Discussion post is short in length and offers no further insight into the topic; opinions and ideas are stated clearly but occasionally there is a lack of connection to topic, and/or provides limited citations (from text, website, etc.) for the community to reference.</td>
<td>Posts do not relate to the discussion; arguments made are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.</td>
</tr>
<tr>
<td><strong>Critical Thinking/Analysis</strong></td>
<td></td>
<td>6 Points</td>
<td>3 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate; postings shows analysis, might offer alternatives or creative viewpoints based on concrete evidence.</td>
<td>Accurately interprets topic; uses main points of information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.</td>
<td>No discussion is posted at all.</td>
</tr>
</tbody>
</table>
Criteria Part B – Group Member Responses

<table>
<thead>
<tr>
<th>Creating Community</th>
<th>7 Points</th>
<th>4 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently attempts to motivate the group discussion; presents creative approaches to topic, can differ or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates community in the discussion.</td>
<td>Displays an effort to become involved with group; interacts with others and acknowledges posts of others.</td>
<td>Argumentative or abrasive. No peer interaction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peer Responses</th>
<th>7 Points</th>
<th>4 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to at least two peers postings, within the required time frame.</td>
<td>Responds to only 1 peers posting.</td>
<td>No peer responses.</td>
<td></td>
</tr>
</tbody>
</table>

APPLICATION ASSIGNMENT #1 (DUE FRIDAY, THE END OF WEEK FOUR, AT 11:59 PM (MST))

For your first assignment, I would like you to profile an Adventure Tourism business and address the following:

I. Please describe the services offered (activity, duration, etc).
   a. Do they not quite align with any of the AT definitions and why?
   b. Do they offer hard, soft, or both types of AT activities? Explain your answer.
   c. Could they be described as another form of tourism? Explain.

II. Please describe staff composition (full-time vs. part-time, roles, etc.) and size.
   a. What are the requirements for entry level guides?
   b. What training is provided and why?

III. Connect once concept from the research we reviewed and the services provided. Explain how this concept is connected.

IV. Using figure 6.1 from Beard et al., identify and describe (as best as you can) the various components of the adventure tourism industry that support the tour operator/business you chose. You may bullet your description. For example:
a. Transport...
   b. Equipment suppliers...

V. Using Sung’s classification of adventure travelers, identify which group or groups are utilizing the services of the business you chose. Describe why.

While much of the info you seek will be on their website, you will need to contact the organization to answer some of the questions above. The entire report should be no longer than 6 pages, double spaced. This assignment is worth 100 points and is due Friday 11:59 PM (MST) at the end of Week 4.

**Application Assignment #2 (due Friday, the end of week seven, at 11:59 PM (MST))**

For this assignment I would like you to assess the environmental and cultural impacts of an AT business. You may use the same company you used for AA #1 if there are adequate environmental and cultural considerations, though you will likely want to focus on a company that works outside of their home country.

I. Provide insight into a company’s environmental impacts, what they do to mitigate them, and if you believe it is adequate. Please explain why and be sure to connect your answers to the environmental sustainability content presented in module 6.

II. Provide insight into the same company’s socio-cultural impacts (or benefits), what they do to mitigate them, and if you believe it is adequate. Please explain why and be sure to connect your answers to the cultural content presented in module 7.

The entire report should be no longer than 6 pages, double spaced. This assignment is worth 100 points and is due Friday 11:59 PM MST at the end of Week 7.

**APPLICATION ASSIGNMENTS**

**NRRT530 Grading Rubric for Application Assignments**

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Below Expectations (0 points)</th>
<th>Proficient (5 points)</th>
<th>Exemplary (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify and include relevant content</td>
<td>Content provided does not relate to the relevant topic areas.</td>
<td>Content provided mostly relates to the relevant topic area, but it is not used in the appropriate sections.</td>
<td>All provided content is highly related to the relevant topic area and used in the appropriate sections.</td>
</tr>
<tr>
<td>Ability to be clear, concise, and coherent</td>
<td>Content provided is not clear and/or concise. There is a lack of coherence between the topics.</td>
<td>Content provided is somewhat clear and/or concise. There is some coherence between the topics</td>
<td>Content provided is clear and concise and links are used to draw links between relevant topics</td>
</tr>
</tbody>
</table>

8
<table>
<thead>
<tr>
<th><strong>Demonstrated understanding of logistics required to implement chosen activity(ies)</strong></th>
<th>Limited ability by student to explain logistics required to implement chosen activity(ies).</th>
<th>The student is mostly able to explain the logistics required to implement chosen activity(ies).</th>
<th>The student is able to clearly explain the logistics required to implement chosen activity(ies).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Justification of decisions</strong></td>
<td>The rationale behind decisions made is not clear and/or insufficient.</td>
<td>The rationale behind decisions is sometimes made clear.</td>
<td>The rationale behind decisions is consistently clear.</td>
</tr>
<tr>
<td><strong>Inclusion of content</strong></td>
<td>There are missing sections in the proposal.</td>
<td>The required sections of the proposal are included. Quality of content is questionable.</td>
<td>All sections of the proposal are included and of high quality.</td>
</tr>
<tr>
<td><strong>Organization of proposal</strong></td>
<td>Lack of titles and subtitles. Format is illogical and difficult to read.</td>
<td>Some titles and subtitles are used. Overall format is relatively clear and logical. Consistency is mostly maintained throughout the proposal.</td>
<td>Titles and subtitles are clear and concise and used where appropriate. Content is ordered in a logical manner.</td>
</tr>
<tr>
<td><strong>Presentation of content</strong></td>
<td>Content provided is difficult to interpret and understand. No use of visual aids to assist in presenting information.</td>
<td>The content provided is somewhat difficult to interpret and understand. Some, use of visual aids, but not always appropriate.</td>
<td>The content provided is well presented and easy to understand. The use of visual aids is appropriate and assists in clearly presenting relevant information.</td>
</tr>
<tr>
<td><strong>Creativity and innovation</strong></td>
<td>Design and content lacked creativity and innovation.</td>
<td>Some creativity and innovation was demonstrated in the design and content.</td>
<td>Creativity and innovation was demonstrated in the design and content.</td>
</tr>
<tr>
<td><strong>Mechanics of writing</strong></td>
<td>Poor spelling and grammar in posts. Use of language inappropriate for the recommended audience.</td>
<td>Few errors in spelling and grammar. Use of language is sometimes inappropriate for the recommended audience.</td>
<td>Submissions are grammatically correct with rare misspellings. Use of language is appropriate for the recommended audience.</td>
</tr>
</tbody>
</table>
Referencing

| Sources were frequently incorrectly cited, both within the text and in the reference list | Sources were cited with some errors, both within the text and in the reference list | All sources were correctly cited, both within the text and in the reference list |

ACADEMIC INTEGRITY POLICY

This course will adhere to the CSU Academic Integrity Policy as found in the General Catalog, the Graduate and Professional Bulletin, and the Student Conduct Code. Academic integrity is conceptualized as doing and taking credit for one’s own work. Violations of the university’s academic integrity standards include, but are not limited to:

- Cheating—including using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member.
- Plagiarism—including the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment.
- Unauthorized Possession or Disposition of Academic Materials—including the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; and using information from or possessing exams that an instructor did not authorize for release to students.
- Falsification—including any untruth, either verbal or written, in one’s academic work.
- Facilitation—including knowingly assisting another to commit an act of academic misconduct.

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

COPYRIGHT

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites or sharing materials with those not registered in the class may violate both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor’s express permission could face appropriate disciplinary or legal action.

CSU HONOR PLEDGE
Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge*, you will be asked to affirm the following statement at the start of your exams:

*I have not given, received, or used any unauthorized assistance.*

Further information about Academic Integrity is available at CSU’s Practicing Academic Integrity.

**STUDENT CASE MANAGEMENT (AND UNIVERSITY-SANCTIONED ABSENCES)**

If you are unable to engage in the weekly content of this course and submit assessments on the required due date, due to a personal crisis during the semester, you must contact CSU Student Case Management and Referral Coordination [http://www.studentcasemanagement.colostate.edu/](http://www.studentcasemanagement.colostate.edu/). This office provides crisis prevention and intervention services. In difficult situations, such as medical, mental health, behavioral, personal or family crisis, illness, or injury, a student may find it difficult to navigate the resources and services available. Student Case Managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps. Once the instructor of this course receives confirmation of the personal crisis that you have experienced from Student Case Management, they will determine how to best handle the content and/or assessments that you have missed.

**MANDATORY REPORTING**

CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees”. This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, via electronic communications, or in class assignments. As “Responsible Employees”, faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible, while also ensuring student and campus safety.

- Any students who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  - Emergency Response 911
  - Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  - Colorado State University Police Department (non-emergency) (970) 491-6425
UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

ACCOMMODATION OF NEEDS

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

For this course, it is recommended that you use Google Chrome as your web browser. This will ensure that the weekly content and pdf links function as designed. If you do not have Google Chrome, you will still be able to access the content for this course, however, you may have to download it as a pdf file. Furthermore, web links may need to be copied into your web browser as they may not be automatically linked.

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a high-speed internet connection.

- Problems with opening PDFs?
  - Download Adobe Reader.
- Videos not opening or playing on your Mac?
  - Download Windows Media Components for QuickTime.
- Can’t open content created with Microsoft Office Products? Download Office 365 using your CSU login credentials.
- Still having issues:
  - Call the CSU Help Desk at 970-491-7276 or Email Help Desk Support

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- Google Apps for CSU—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- Download Office 365 using your CSU login credentials.
**TECHNICAL SUPPORT**

Need technical assistance with your Canvas course? Try the following:

- Visit the [Help Desk](#) web page to troubleshoot common browser and Java issues.
- Call 970-491-7276.
- Email [Help Desk Support](#).

**LIBRARY AND RESEARCH ASSISTANCE**

The CSU Libraries Help Desk provides research and technical assistance either in person at Morgan Library or by phone at 970-491-1841. Jocelyn Boice is the librarian supporting this course. Contact her by email at [jocelyn.boice@colostate.edu](mailto:jocelyn.boice@colostate.edu) or by phone at 970-491-3882 to ask questions or set up an appointment for in-depth research help.

**SUGGESTED STUDY METHODS**

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- **Space**—Establish a comfortable and well-organized physical workplace.
- **Time management skills**—Set personal study and "classroom" time as you would do for a traditional course.
- **Organization skills**—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- **Communication skills**—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- **Initiative**—Seek help from your instructor and classmates, ask questions as they arise.
- **Discipline**—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.