

Syllabus/Course Handbook
Brain and Behavior; Spring 2015

A. GENERAL INFORMATION

1. **Instructor:** Linda I. Perrotti, Ph.D.
Graduate Teaching Assistant: Ms. Samara Morris Bobzean
 2. **Office Number:** Engineering Research Building, 432
Graduate Teaching Assistant Office: Life Science 534
 3. **Office Telephone Number:** 2-1202 (no voicemail, please)
 4. **Email Policy:**
 - a. I ***WILL NOT*** reply to student e-mails when the answer to their question can be found by reading this syllabus.
 - b. I request that students ***email me ONLY via the course Blackboard site Perrotti@uta.edu.*** Complying with this simple request makes for a more direct, effective, and efficient method of communication between me and the students enrolled in this course.
 - c. When communicating with faculty members and other professionals, you are expected to communicate in a professional and formal manner. Communicating with the instructor and assistant for this course will be no exception. Please, refer to Appendix A for a guide.
 - d. Any and all emails sent to the instructor that are not in compliance with these policies will not receive a response.
- Teaching Assistant E-mail:** samara.morris-bobzean@mavs.uta.edu (Policy above also applicable when emailing Ms. Morris Bobzean).
5. **Office Hours, Course Instructor:** Tu / Th 9:45 – 10:45AM
Office Hours, Graduate Teaching Assistant: Tu 1PM-2PM
 6. **Section Information:** PSYC/BIOL 3322-001
 7. **Time and Place of Class Meetings:** Tu / Th 11:00 AM – 12:20 PM; PKH104
 8. **Description of Course Content:** An introduction to the anatomical structures and physiological processes that determine behavior. The student will gain an understanding of how brain structure relates to brain function, behavior, and cognition. Topics include the acquisition and processing of sensory information, the neural control of movement, and the biological bases of complex behaviors (such as learning, memory, sex, language, and addiction), as well as the basic functioning of the nervous system.

9. **Student Learning Outcomes:** Instructional goals are directed toward enabling students to recognize and recall basic facts and describe major concepts and terminology in all fields of biological psychology. Instructional materials will be provided in assigned textbook readings and lecture presentations. Assessment of mastery of these goals will be via exams with questions that focus on each of the above knowledge skills. By the end of the course, students should minimally demonstrate a basic understanding of the following:

- Identify the structures of the neuron and know their function.
- Identify and describe the basic anatomical structures of the brain and spinal cord.
- Understand, analyze, and evaluate research tools used in physiological psychology
- Know the role of the brain in eating behavior
- Know the role of the brain in learning and memory
- Understand the role of the brain in psychiatric/neurological disorders
- Understand the role of the brain in communication
- Understand the neurological basis of movement
- Understand the impact of drugs on behavior
- Identify and describe anatomical parts and functions of the visual system
- Identify and describe the anatomical parts and functions of the auditory system
- Understand the neurobiology of emotion and stress

Instructional materials will be provided in assigned textbook readings and lecture presentations. Assessment of mastery of these goals will be via exams with questions that focus on the above knowledge and skills.

B. SPECIFIC COURSE REQUIREMENTS

1. **Blackboard Requirements:** *The use of Blackboard is required in this course.* Occasional syllabus updates and course announcements will be communicated via Blackboard. Optional extra credit quizzes will be taken on Blackboard. Quiz, exam, and course grades are posted on Blackboard only. Go to <http://www.uta.edu/blackboard/students/index.html> and login with your usual UTA Net ID and password. If you are unfamiliar with how to work within this system contact the Help Desk in the Central Library. You must bring a photo ID with you. You can also email them for assistance: helpdesk@uta.edu.
 - a. Refer to Appendix B for more information about using Blackboard
2. **Required Textbook:** **Kolb and Whishaw *An Introduction to Brain and Behavior*. 4th Edition. Macmillan Education, 2013. ISBN: 1464126534.** Note: this textbook is REQUIRED meaning that you will need to read and study from it in order to pass this course. In addition there is a very helpful, free, website to accompany the textbook. This site has activities and simulations for the more challenging concepts as well as self-quizzing to help you prepare for exams.

Note: This is an intensive course. Students are expected to know a lot of detailed information. Be sure to complete the assigned readings both before and after attending lectures (refer to section B8).

The Study Guide to Accompany An Introduction to Brain and Behavior, is **not** required but is **highly recommended**. If you feel you need extra help to do your best in this course, working through *The Study Guide to Accompany An Introduction to Brain and Behavior*, is a good investment of your resources as it summarizes chapters and highlights common problem areas and study strategies for the topics covered in the textbook.

3. **Descriptions of major assignments and examinations:** There will be four (4) exams and eleven (11) quizzes. These will cover lectures, videos and assigned textbook readings. **Exams will be taken in class.** Students arriving after the scheduled class start time, on an exam date, will not be permitted to take the exam after the first completed exam is turned in. **Quizzes will be taken on Blackboard.** All students must complete each quiz by its due date. Due dates are listed in the course schedule, located in Section D.
4. **Attendance:** Students do not do well in this course unless they are routinely present for lecture. However, I have no attendance requirement for this course. Students who miss a class meeting(s) for any reason or miss portions of classes due to tardiness or early departure will **still be held accountable for all of the material that is covered** during those sessions, including materials presented in lecture that are not in the book. If you miss a class, find a classmate (or two) with whom you can share resources. **Please do not email or phone the course instructor or teaching assistant to ask what materials you missed in class.** Material covered in class is your responsibility.
5. **Examinations:** There will be four (4) examinations administered in class (dates listed at end of this syllabus in Section D). The first three (3) will each **cover approximately 4-5 chapters from the text and the corresponding lecture material**. The fourth is a “final exam” and will be cumulative.

Below is the protocol I expect that all students will follow for exam days. Failure to comply with any of the below will result in individual consequences, and, potentially, lead to delays in processing test results for the entire class.

- a. Necessary materials for exam days:
 - i. Two *General Purpose Scantron Answer Sheet form no. 4521* (Fig.1)
 - ii. Two number 2 pencils
 - iii. An eraser
 - iv. Your UT Arlington administered id (MAV ID).
- b. Method for completing identifying information on *Scantron Answer Sheet form no. 4521*
 - i. Side 1, Box: “Name”
 1. Print your last name in the blocks followed by a space then print your first name in the remaining blocks.

2. "bubble in" the letters that corresponding to the letters of your name in each column
 - ii. Side 1, Box: "Identification Number"
 1. Your entire MAVID number (one thousand number, ex 1000123456)
 - iii. **Provide ONLY the information above in the Scantron form, no more, no less.**
- c. Procedure for exam days:
- i. Desks will remain clear except for your MAVID, Scantron form no. 4521, and exam question sheet.
 - ii. No hats or baseball caps will be worn
 - iii. Cell phones will be **TURNED OFF**

Figure 1. General Purpose Scantron Answer Sheet from no. 4521. This is the **ONLY** Scantron form that will be accepted for exams. No extra test time will be given so that a student can go and purchase one, students will not be permitted to interrupt the class during an exam and request that to borrow an extra from another student.

6. **Extra Credit/Blackboard Quizzes:** There will be 11 **extra credit** quizzes available via Blackboard over the course of the semester. The total number of possible extra credit points students may earn is 10 (each quiz is worth one point). Since the quizzes are extra credit, and a student can miss up to one quiz and still potentially earn all 10 points, **no make-ups will be given for quizzes under any circumstance.** All students must complete each quiz by its due date. **Due dates are listed in the course schedule**, located in Section D.

- a. **Quiz Format:** A predetermined time allowance, dependent upon the number of questions in a given quiz, will be set for each quiz (e.g. 15 minutes for a 10 question multiple choice quiz). If you elect to continue after the time has expired, **one tenth of a point will be deducted from your score for each minute elapsed.** For each quiz, one question will be delivered at a time and backtracking (returning to previous questions) will be prohibited.
- b. Other pertinent information regarding the quizzes:
 - Questions will be drawn from text, lectures, videos, etc. covered during the semester.
 - Questions and answers are given in randomized order.
 - Each quiz may only be taken once. **If you do not take the quiz during the required period for any reason, you may not make it up.**

- You should not discuss the questions with other class members. Be aware that the questions, sequence of questions, and the order of choices have been randomized. Assistance in answering the exam questions from another person or discussing exam items with other students of the class will be considered cheating (see section B-14).
- There will be **NO MAKE-UPS**. This is an extra credit opportunity.
- Once a quiz has expired (been closed) it **will not be reopened**.
- I will not go over quizzes in class. **Grades will be posted on Blackboard.**
- Refer to Appendix B, the Blackboard Resources page located here <http://www.uta.edu/blackboard/system-configuration.php>, and the test taking tips document (Appendix B) and here <http://www.uta.edu/blackboard/students/test-taking-tips.php> before taking any and all assessments. Failure to follow these recommendations will cause students to become locked out of the system prior to completion of an assessment.
 - One of the most common reasons students become locked out of the system is because they do not heed the requirement to **not use a wireless internet connection while taking an assessment**. Use a computer plugged in directly to an internet router. *Avoid wireless internet. Do not use wireless internet.*
 - The second most common reason students become locked out is failure to comply with the requirement to **not have anything else open during the assessment** (e.g. other windows, browsers, documents or otherwise). **Do not have any other windows open on your computer or in your browser during the time you are taking a quiz.**
 - These things are all within your power to avoid; if you are unsure how to configure your computer to avoid these problems, a visit to the help desk at the library will prove very informative.

7. **Grading Format, Weighting/Point Value of Assignments, and Examinations:** The final course grade will be based on the **average of of the three highest exam grades**. Points earned from weekly quizzes (up to a maximum of 10) will be added to the final average.

- The grade for each exam will be the % correct of exam questions. The minimum points for a letter grade are (A=89.5, B= 79.5, C=69.5, D= 59.5, and F= 59.4 and below). The grade for each exam will be the **mean (average) of the three highest exam grades plus the sum of all points earned from the extra credit quizzes** (up to a maximum of 10 quiz points). The minimum percentage for a letter grade is depicted above. All exams are of equal weight. Rounding will be applied only for the calculation of the course grade. This will consist of raising a decimal fraction of 0.5 or greater to 1. For example, a course grade of 79.5 will be rounded to 80 for a course letter grade of B. A course grade of 79.4 will not be rounded and will yield a course grade of C. This grading policy is not flexible under any circumstances. No consideration for special circumstances will be given. The numbers will dictate the grade.
- The table below contains 4 different possibilities of the same individual earning 4 different grades. This is an example for comprehension purposes only. Looking at the last column,

we can see that this individual has taken the four exams and earned 7 extra credit quiz points. In this way, she has elevated her grade from a 75 (C) to a 90(A).

The course is structured so that students have an opportunity to earn a desirable grade. Please take advantage of these opportunities from the very beginning. **Extra credit is built into the course and given “up front”; please do not ask for additional extra credit opportunities, as none will be granted.**

- c. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Table 1. Example calculation of final grade:

Assessment	Maximum points possible	Example 1 (3 exams no extra credit)	Example 2 (3 exams + extra credit)	Example 3 (4 exams no extra credit)	Example 4 (4 exams + extra credit)
Exam 1	100	69	69	69*	69*
Exam 2	100	79	79	79	79
Exam 3	100	77	77	77	77
Final	100	-	-	95	95
Quiz Points	10	0	7	-	7
Final grade	100	75 (C)	82(B)	84 (B)	91 (A)

*dropped grade

8. **Expectations for Out-of-Class Study:** A general rule of thumb is this: for every credit hour earned, a student should spend 3 (three) hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 (nine) hours of reading, study, etc. **Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend AT LEAST an additional 9 (nine) hours per week of their own time in course-related activities,** including reading required materials, completing assignments, preparing for exams, etc.
9. **Borderline Grades:** Every semester some people score just below the borderline of the next highest grade. I have great sympathy for people who find themselves in that position, but I have also found that raising those grades simply uncovers more people whose grades are near the new borderline. This situation makes everybody edgy. Therefore, the policy must be that **borderline grades stay borderline.**
10. **Make-up Exams:** Makeup exam requests will be approved only when appropriate documentation is provided that indicates compelling circumstances prohibited a student from taking a scheduled exam (<http://catalog.uta.edu/academicregulations/studentresponsibility/#attendancetext>). No information should be provided in a makeup exam request that is private or confidential in nature. A note from a friend or family member is not acceptable documentation. A request for a makeup exam must be made **in writing within three days of the missed exam.** There will **not** be any occasion to make up the quizzes as they are extra credit. If a student should obtain **instructor approval** for a

makeup exam, **ANY and ALL makeup exams will be taken in room PKH104 on Thursday, May 7th from 11:00AM-12:20PM.** The format of the makeup exam is at the discretion of the instructor (i.e. it may not necessarily be a multiple choice exam). There will **not** be any occasion to make up the quizzes as they serve as an extra credit opportunity. There will be NO opportunity to make-up a makeup exam.

11. Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

12. Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

13. Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with

University policy, which may result in the student's suspension or expulsion from the University.

In addition to the University's sanctions, *students caught participating in any form of academic dishonesty will receive a final course grade of "F". That is, **students caught cheating in this course will fail the course.***

14. Electronic Communication: E-Mail Communications. When communicating with faculty members and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title, using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail). **Appendix A.**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Important e-mails regarding this course will be sent to you via Blackboard so you will need to check your UT Arlington e-mail account regularly.

15. Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students' enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

16. Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any exams constituting 10% or more of the final grade, except makeup tests and laboratory exams. In addition, no instructor shall give any portion of the final exam. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

17. **Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building; students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

C. STUDY TIPS/STUDENT SUPPORT ETC.

1. **Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.
2. **Study skills/tips:** Each semester students approach me for advice on how to study. I highly recommend the SQ4R (Survey. Question. Read. Recite. Relate. Review method). For students truly interested in doing well in this course (and any other courses), I strongly recommend 1) use of the pedagogical aids located throughout the text and the publisher's website; 2) visiting the websites listed below for advice to guide reading, studying and note taking; 3) the SQ4R method.
 - a. <https://www.concordiacollege.edu/directories/offices-services/academic-enhancement-and-writing-center/resources/sq4r-study-method/>
 - b. http://www.fastol.com/~renkwitz/sq4r_study_method.htm
 - c. <http://www.dartmouth.edu/~acskills/success/notes.html>
 - d. <http://www.studygs.net/marking.htm>

*D. COURSE SCHEDULE**

DATE	TOPICS	QUIZ AVAILABILITY
Jan 20	Opening Remarks	
Jan 22	Chapter 2: Nervous System Structure	
Jan 27	Chapter 2: Nervous System Structure	
Jan 29	Chapter 3: Cells of the Nervous System	Quiz, Chapter 2: Jan 29, 12:30PM - Feb 2, 11:59PM
Feb 3	Chapter 3: Cells of the Nervous System	
Feb 5	Chapter 4: Electrical transmission	Quiz; Chapter 3: Feb 5, 12:30PM – Feb 9, 11:59PM
Feb 10	Chapter 5: Chemical signaling	
Feb 12	Chapter 5: Chemical signaling	Quiz; Chapters 4&5: Feb 12, 12:30PM-Feb 16, 11:59PM
Feb 17	Chapter 6: Drugs and Hormones	
Feb 19	Chapter 6: Drugs and Hormones	Quiz; Chapter 6: Feb 19, 12:30PM – Feb 23, 11:59PM
Feb 24	Exam 1 to cover Chapters 2 – 6	
Feb 26	Chapter 8: Neurodevelopment	
Mar 3	Chapter 8: Neurodevelopment	Quiz; Chapter 8: Mar 5, 12:30PM – Mar 9, 11:59PM
Mar 5	Chapter 9: Sensation, Perception, Vision	
Mar 10	SPRING BREAK	
Mar 12	SPRING BREAK	
Mar 17	Chapter 9: Sensation, Perception, Vision	Quiz; Chapter 9: Mar 17, 12:30PM – Mar 20, 11:59PM
Mar 19	Chapter 10: Audition, communication	
Mar 24	Chapter 10: Audition, communication	Quiz; Chapter 10: Mar 24, 12:30PM–Mar 28, 11:59PM
Mar 26	Chapter 11: Motor	
Mar 31	Chapter 11: Motor	Quiz; Chapter 11: Mar 31, 12:30PM–Apr 4, 11:59PM
Apr 2	Chapter 12: Motivation and Emotion	
Apr 7	Chapter 12: Motivation and Emotion	Quiz; Chapter 12: Apr 6, 12:30PM – Apr 11, 11:59PM
Apr 9	Exam 2 to cover Chapters 6 – 10	
Apr 14	Chapter 14: Learning and Memory	
Apr 16	Chapter 14: Learning and Memory	Quiz; Chapter 14: Apr 16, 12:30PM–Apr 20, 11:59PM
Apr 21	Chapter 15: Cognition	
Apr 23	Chapter 15: Cognition	Quiz; Chapter 15: Apr 23, 12:30PM–Apr 27, 11:59PM
Apr 28	Chapter 16: Neurological Disorders	
Apr 30	Chapter 16: Neurological Disorders	
May 5	Exam 3 to cover Chapters 11 – 16	
May 7	Last Day of Class	Make-up exams only for eligible students
May 12	Optional Final Exam - Cumulative	11:00AM – 1:30PM (refer to UT Arlington Final Exam Schedule)

* As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Linda I. Perrotti

Email Etiquette: Think before you send

1. **Read the syllabus.** Most times, the question you would like to ask has already been answered in the material the professor has provided at the beginning of class. Requesting a professor go over this again makes you look like you are not a serious student and only harms your cause.
2. **Don't ask for information before you've done your own investigation.** 99% of the questions professors receive over the course of the semester are questions that students can answer on their own if they just use the resources provided to them and or investigate on their own. Empower yourself!
3. **Use your academic account.** In addition to this being a UT Arlington requirement, consider that people are deluged with emails every day, and by using your school account, you'll have a better chance of avoiding the spam filter, or your professor skipping right over your email because it's from an unknown address.
4. **Fill in the "to" field last.** This way you can focus on drafting and editing your message and it will not accidentally be send before you have a chance to proofread it a couple of times.
5. **Include a subject.** Choose your subject line carefully. You want to be descriptive, but concise. Avoid terms like "urgent" or "important" as they are typically spam triggers. NEVER include the entire contents of the email in the subject line. See #7 for more information regarding the subject line.
6. **Always use a greeting.** Launching straight into the message is bad, but "Hi!" is poor form and "Hey Prof!" is an unmitigated disaster. "Dear" and "Hi" are fine, so long as you follow both by a name or title: "Hi Professor" or "Hi Ms. ____". If you're not sure if the person is a Dr. or not, three seconds on Google or the University's website should tell you.
7. **Briefly and politely state the reason why you are emailing.** Offer only as much information as is relevant to the situation and likely to interest the professor. Get to the point right away. Be sure to include the name or number of the course (including section info) that you are writing about, in the email as well as in the subject line. This information is worth including in the body of the email because some email programs, like Gmail, don't show the subject once you leave the inbox.
8. **Employ the 3-step writing process:** 1-Plan (think), 2-Write (draft), and 3-Complete (proof and send). Don't email faculty with the first thought that drifts across your cortex. Give the matter some thought, often times, students have the wisdom and resources to answer their own questions. Professors often receive an email from a student, followed up by a second mail from the same student a few minutes later saying "please, disregard my previous email, I just realized that...."

9. **Capitalize, punctuate, and spell check:** or ppl may lolz at ur msg, pour speling and gramar
10. **Avoid the “Nastygram”.** Attacking emails that are rude and unprofessional are never appropriate.
11. **If you are emailing with a problem, suggest a solution.** Be considerate, however, of how your solution might create additional work for the professor.
12. **Sign it with your name.** Use first and last name, and even if you know that your professor knows you by name, include your course and section information below your name. You will save her having to figure out what course and section you're talking about if she needs to look up something about the course in order to answer your question.
13. **Read it over.** If you do not have spell-check on your email, then you can copy the message, paste it into a word-processing program, and run spell-check there. Consider not only the mechanics, but also what you have said. Strive for a polite tone, concise language, and clear purpose.
14. **Re-read your email again before hitting send.** Try to make sure there are no spelling/grammar errors and that your email says exactly what you mean. A poorly written email shows that you don't care about what you're sending and so why should the receiver care?
15. **If the issue is touchy or the email long, ask someone else to read it, too.** Ask if your reader would be offended by such an email if it were directed at him or her.
16. **Allow adequate time for a reply.** 24 – 48 hours is a reasonable response time for course-related emails.
 - If you are sending only a piece of information ("I have the flu and will not be in class on Tuesday, but Sue will turn in my paper for me."), then the professor may not consider a reply necessary. In this case, you are done.
 - **Do not** send multiple emails regarding the same concern in a short time frame to your professor; a response will be generated when s/he has had time to generate one and think about your situation.
 - If more than a few days (3 days; 72 hours) have passed and you have not received a response, then it is appropriate to politely ask if the professor received your email and had time to consider what you wrote.

Blackboard use, tips tricks and resources

All information in this document can be found online at and corresponding links:

<http://www.uta.edu/blackboard/system-configuration.php>

System Configuration

Internet Connection:

A stable DSL, cable, or satellite connection is required to use Blackboard. Direct connections to the router are preferred over wireless or satellite connections.

Operating Systems and Browsers:

See Blackboard's list of [Supported Browsers and Operating Systems](#).

You may also take a Browser Test to ensure that your system is compatible with Blackboard

Blackboard Resources Quick Tips <http://www.uta.edu/blackboard/students/quick-tips.php>

Will provided an overview of how to get started and configure yours system to work with Blackboard.

Hardware

These are the **minimum** system requirements for using Blackboard.

- 1G RAM
- 166 MHz processor/508 Power PC
- screen resolution of 600×800
- Broadband internet connection
- Windows XP or higher or
- Mac OS 10.5 or higher

Software

Make sure you have the listed version of the following programs:

- [Mozilla Firefox](#) latest release - [Download](#) or open up Firefox, select Help, then select Check for Updates.
- [Internet Explorer 8](#) or [version 9](#)
- [Safari](#) 5 or 5.1 (Mac)
- [Java](#) latest release
 - Uninstall all previous versions of Java on your computer, if they are not removed during the update.
- [Adobe Reader](#) (latest version)
- [Adobe Flash Player](#) (latest version)
- [Apple Quicktime](#) (latest version)

TEST TAKING TIPS

The following tips will help you prepare yourself and your computer for taking a test in Blackboard. While this information is not guaranteed to prevent all technical problems, you can minimize your chance of experiencing a problem if you use the tips below.

Download a .pdf of the [Test Taking Tips](#).

Remember: If you get locked out of your test or have missed the test deadline, **contact your instructor**. It is the instructor's decision whether or not to let you attempt the test again. **The Help Desk will not reset a test for you.**

Important Points

- Do not double-click.
- Do not click any buttons on your browser.
- Do not use the mouse-scroll wheel.
- Do not maximize or minimize your browser during the test.
- Always wait for the server to finish processing a request before clicking another button.
- Always save every 15 minutes.

Before You Begin

- Take your test in a quiet area that is free from distractions.

Appendix B

- Set aside enough time to complete the test. Do not wait until the last minute. Plan enough time to contact your instructor if anything goes wrong.
- Use a computer plugged in directly to your Internet router. Do not use a wireless or satellite connection if possible.
- Close all windows and applications on your computer. Open only one Web browser window to use for Blackboard.
- Make sure Java is [updated](#) and [enabled](#) on your computer.

During the Test

- Do not double-click any of the buttons in the test. Blackboard uses single-clicks only. Double-clicking will not make the server process your request faster - it will only cause you to get kicked out.
- Do not click the "Tab" key on the keyboard to move between questions or buttons.
- Read the Test Instructions section at the top of the test. This area tells you the time limit (if any), how many attempts you are allowed, and if you are able to backtrack (for one-at-a-time question presentation).
- If your test is presented one question at a time, do NOT click the "back" button on your browser to go to a previous question. If backtracking is allowed, the test will provide a button to go to previous question.
- Use the scroll wheel on your mouse as little as possible, or find a mouse that does not have a scroll wheel. If you scroll the wheel right after clicking an answer choice, you may inadvertently change your answer on a question. Click the answer choice and then click some blank space on the page to make sure your answer choice was marked correctly.
- Do not rush through the test and click several buttons at once. Always wait for your browser's status bar to say "done" whenever you click a button to move to another question or save your answers.
- Do not switch between multiple windows or tabs, or open other programs. If your instructor allows you to use your notes, print them out before taking the test.
- If all the questions are presented at once, save your answers every 15 minutes.
- If you reach the end of the time limit and a window opens that says, "You have reached the end of the time limit. Click OK to continue," click the Cancel button instead of OK. The OK button assumes you are finished with the test and will submit it.