

## it.226 Communication in STEM Professions

Location: on-ground, SETA, 204a, Wednesday and Friday at 11:00 – 12:15, Course Prerequisites: n.a

Instructor: brian.hogan, [b.hogan@snhu.edu](mailto:b.hogan@snhu.edu), <https://github.com/bbe2/professor/tree/it.226.spring.2023>**“Good writing is good thinking”** Professor John V. Lesko (retired), Harvard University & Bentley College**Overview**

Presenting your ideas, thoughts, analysis, and conclusions to another is essential to forming relationships that showcase your skills and substance. It's wise never to underestimate the influence of your peers based on their vocabulary power, pointed pithiness, whip cracking, and quip shooting. And quick and effective use of the tongue often results in a blessing or a blasting.

At Pfizer, I knew a rainmaker named "Moor" who could convince a pickle into therapy. Heightened communication skills like Mr. Moor's are not rare but uncommon. Usually, upper-level executives, esteemed professors, and lofty politicians possess such talent leading to a fruitful career of slathering wordsmithery. Ask yourselves this, do you wanna have the skill to slather fat on your email sandwiches? Congrats, you're in the right place! Achieving quality writing involves a good vocabulary, and "everyone" can grow theirs with practice and persistence.

Consider Dr. Calloway's 2019 [dissertation](#) findings [1]

Item	Observations, findings, other research
A	College students' listening comprehension and vocabulary knowledge directly affected [their] reading comprehension and decoding ability [p.iv].
B	Reading experience indirectly affected reading [their] comprehension via vocabulary knowledge.
C	Beyond needing adequate vocabulary knowledge for text comprehension, readers must also accurately use comprehension strategies such as re-reading, summarizing, outlining, and using context to learn new words.
D	Reader-based standards of coherence's relationship to reading experience suggests that readers who report using reading comprehension strategies tend to have more reading experiences (relating) to higher vocabulary knowledge.
E	The National Reading Panel (2000) recommends teachers facilitate comprehension processes via comprehension strategies, such as teaching story structure, summarization, question generation, comprehension monitoring, and activating relevant background knowledge [p120].
F	Evidence suggests adult readers can learn new words from context (Bolger, 2008); however, more reading experience alone may not result in vocabulary gains (National Reading Panel, 2000).
G	Readers should be motivated to learn from what they read (and) setting high standards of coherence that allow(s) for deep, close reading during reading experiences.

To summarize, it helps adult learners if they have an intrinsic motivation to read and a desire to learn words. It's also beneficial to work on your listening skills to help deeply understand (decode) what you're training in, discussing at work, etc. My hope is the coursework will stimulate both.

Fortunately for everyone, I've never had powerpoint slides during my schooling, and neither shall you. Plan to use lecture time to listen, absorb, and take notes. Lectures are recorded and posted to GitHub immediately. Active listening means **NO electronics** in class (phone + laptops). Thank you for your kindness and generosity towards all your peer's learning experience. If you're unsure about the validity of this check out MIT's [Patrick Winston](#).

## Course Description

This course builds communication fundamentals in emails, proposals, reports, and presentations. Materials are augmented to include essential word vocabulary training. Some students will love the additional word learning, and others may prefer sliced bread. It's training because once you learn word-learning strategies, you can practice anytime across your life. I didn't find specific scientific research indicating a drop in high-schooler's vocabulary, but a 2019 [article](#) from the Psych New Daily suggests adult vocabulary stagnation since the 1970s [2]. That isn't very comforting! But it's an opportunity to outspoke and ultimately outswagger your foes. It will also ensure your never cited for plagiarism.

Scientific research indicates a drop in vocabulary training. Per the Johnson O'Connor Human Engineering Laboratory, "Today's frontier is knowledge." Consider learning the methods and then razzle-dazzle your peers with your tantalizing wordsmithery.

Today's frontier is knowledge. Brain has taken precedence over brawn; our physical struggle for existence has been replaced by intellectual struggle, and a knowledge of words has become a most valuable tool. The more vocabulary we possess, the more efficient are these tools of thought. With a good vocabulary, which indicates scope of knowledge, we can grasp the thoughts of others and be able to communicate our own thoughts to them [3].

Evidence of your new skills is via

1. Weekly reflects on biblical, literature, theory, and philosophical passages.
2. Performing textbook reading and answering end-of-chapter lesson questions.
3. Completing a wordbook word learning with vocabulary scores ranging from 0 to 8785.
4. Drafting four professional essays on varying course topics.
5. Reviewing 2-3 peers' essays, commenting, and grading for convincingness.

The coursework is challenging, accessible, and professionally beneficial. The expectation is your work will progress naturally in an ongoing fashion driven by self-interest and motivation. If you feel a topic, lecture, or assignment isn't striking a nerve, please connect with the instructor. These conversations help ensure quality and meaningful learning experiences.

## Textbook and Materials

In any endeavor, resources are critical to success. Information is assembled from online sources to minimize cost and stored in the class's [GitHub](#), identified by week. The class's git is the PRIMARY SOURCE. All work labeled "hw" is work you perform in addition to listed readings on [the assign/submit](#) worksheet.

Everyone will need the textbook Business Communication (13e) by Locker, Mackiewicz, Aune, Kienzler. When applicable, consider acquiring materials from SNHU Bookstore.

1. <hardbound> ISBN 9781266854118 [hardbound] McGraw Hill eBook Access Card (180-day access).
2. <rental> ISBN 9781264067510 [RENTAL ONLY] Business Communication (13e) by Locker/Mackiewicz/Aune/Kienzler.
3. <loose-leaf> ISBN 9781266077425 Loose-leaf version of Business Communication (13e) by Locker/Mackiewicz/Aune/Kienzler.

## Course competencies

IT-20358: Make ethically informed decisions based on awareness of legal and organization parameters

## Instructor availability

Primary interaction is before, during, and after class. Reach out for ad-hoc office hours.

## Tools, tech, and software

My preference for information sharing is crisp, clean, plain text.

Some exercises, such as weekly passage analysis, allow for highlighting, but you may also substitute with underlines ( $\geq 3$  syllables) and bold text (unknown words). I've added this to the assignment instructions.

1. **index cards** and pencils. <a great way to take notes in a pinch> <provided>.
2. MS-word, Notepad, or Notepad++ are the only text tools needed.
  - If you are using something different, chat with me about it.
  - My preference is for crisp, clean, and plain text.
3. Team discussion and swarm huddles are on class slack <https://app.slack.com/client/T04GLCS6PTP/C04GGP3NP2S>
4. All files are in class [github](#).
  - The 16 weeks of activities are labeled wk\_0 to wk\_16.
  - On Sunday, review ALL tasks and materials in git + [assign/submit](#) wkst.
  - Our week starts on a Monday <anytime>.
  - Our week ends on Sunday <anytime>.

1st Monday date	d1=wed d2=fri	wk#	Due for Class	12/28/2022	wk.0	Due for Class		3/1/2023	d.3=	wk.9	wk.8 due here
				1/4/2023	wk.1	wk.0 due here		3/8/2023	wed	wk.10	wk.9 due here
				1/11/2023	wk.2	wk.1 due here		3/15/2023	follow	wk.11	wk.10 due here
				1/18/2023	wk.3	wk.2 due here		3/22/2023	wk	wk.12	wk.11 due here
				1/25/2023	wk.4	wk.3 due here		3/29/2023		wk.13	wk.12 due here
				2/1/2023	d.1=	wk.5 wk.4 due here		4/5/2023		wk.14	wk.13 due here
				2/8/2023	wed	wk.6 wk.5 due here		4/12/2023		wk.15	wk.14 due here
				2/15/2023	d.2=	wk.7 wk.6 due here		4/19/2023		wk.16	wk.15 due here
				2/22/2023	fri	wk.8 wk.7 due here					

Use care with google sheet [it.226.spring.2023](#),

**EVERYTHING you do is assigned and submitted in this workbook.**

## Google Sheet Penalty for Wild or Inappropriate Behavior

A: it.226 ~is~ a professional environment.  
B: It is very akin to what I've used at google et al.  
to manage workloads that don't necessitate a  
transaction data store.

> Good news - most accessible for all.  
>> Bad news - user errors could occur.  
>>> Outcome - please pay attention!

Google spreadsheet logs are good, but I "will" 100%  
dock your end grade if I'm required to sort out any  
mischief, askew-ity, or ruminations.

Please keep a duplicate spreadsheet of your submitted  
items in case of a catastrophe! ~b.hogan@snhu.edu

<anyone is welcome to move this box around>

it.226 is a professional environment. Please treat the master worksheet with care. Clone the workbook, and do work in your copy. When done, please copy and paste it as plain text back into your answer cell. It shouldn't be any more complicated than this. If you're suffering from viral contagion, **WAIT** to load your stuff. A corrupted master sheet disrupts us all. I don't dock for being late but a messed up master sheet could cost you a letter grade. Sheets track all entries, so take your time, and we'll all be fine. Junior computer scientist can handle this!

Additionally, there should be little reason for "links" in the spreadsheet. If you want me to check something out, insert the address as plain text, and I'll check it out.

## All the work is SNHU's, no one else's!

Our safety is important so please **DON'T** share any links with anyone outside of class or school. This is your work and SNHU's intellectual property. It belongs to no one else.

## How you turn in your assignments

F15

fx

pdf link <view assignment>

download .docx to perform

	A	B	C	D	E	F
1	<b>Field</b>	<b>Description</b>			<b>it.226.spring.2023</b> <b>b.hogan@snhu.edu</b> <a href="#">bbe2/professor at it.226</a>	
2	hiveID	each student's anonymous ID				
3	wkID	week work assigned				
4	taskID					
5	date	assigned or submitted				
6	type	use drop menu				
7	text	your quality answer				
8	helpY	"Y" signals instructor				
9	h-Detail	elucidate your confusion				
10	h-Answer	a recipe to remedy your ailment				
11	READ, 0=wk=12/28/22					
12	<writer.ID> wk.activity.category.day.<desc>					
13	<b>hive ID</b>	<b>wk ID</b>	<b>task ID</b> instructor creates	<b>date</b>	<b>type</b>	<b>text</b>
14	Queenly	0	0.read.book.d1<chap 1>	12/28/22	hw_read	n/a
15	Queenly	0	<a href="#">0.write.passage.d1&lt;link&gt;</a>	12/29/22	hw_write	pdf link <view assignment> download .docx to perform
16	Queenly	0	0.words.words.d3<link>	12/29/22	hw_words	<word fails loaded to wordsmi>
17	1	0			submit_swa...	<paste answer here>
18	1	0	<a href="#">0.write.passage.d1&lt;link&gt;</a>		submit_reg	<paste answer here>

- The instructor assigns activities in lines 14-17 (explained in cell c13's comments).
  - d1 = due Wed, d2 = due Fri, d3 = due following wed
- Lines 17+, the instructor adds a submission for you to submit.
- Example@ cell f17 <paste answer here> => Pasting done in the text field to the right of Fx above col.A
- right-click in the text field about the A-F column header, "paste as plain text."
  - adjust spacing as needed; left justified is fine
- type** – regular = your on time per d1/2/3
- type** – swarm = you're late. I changed all in the group to submit swarm.
- submit\_Swarm – you and your peers are late, so now responsible for huddling on slack and finishing.
  - <= 3 people is double the number of words = 3 to 5 sentences with 3 or more paragraphs
  - > 3 people is triple the number of words = 3 to 5 sentences with 4 or more paragraphs

Questions; need help?

- update the help fields and instructor will get back to you.

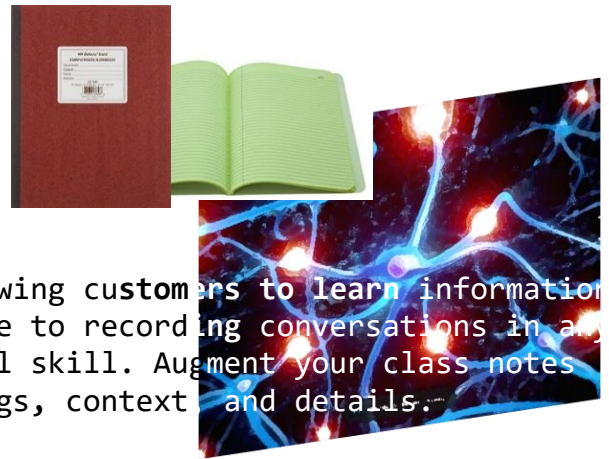
## What is swarming? <no pip left behind>

Perform and submit weekly passage analysis every week. It is a reflective essay, but it is not overly formal. The goal is for you to rapidly express yourself, ideas, and insights that I assess and give quality comments back to you to mull and ponder. If you're late, the "type" status changes to submit\_swarm, so more words are needed to finish.

What does "more words mean?" Instead of 2-3 sentences, you now need to write 2-3 paragraphs with 3-5 sentences describing what you learned from the passage, word usage and meaning, and any other elucidating constructive commentary. If you write schlock, it will be necessary to start again from scratch.

## A brief guide to effective analysis

This course is lecture based and taking notes is critical to both scholastic and business success.



In systems analysis and design, your interviewing customers to learn information and process details. Many people remain averse to recording conversations in a medium, so **conversation recall** is an essential skill. Augment your class notes shortly after a lecture to flesh out learnings, context and details.

- ii. Augment your class notes shortly after a lecture to flesh out learnings context, and details. When something is not well-understood reach out to your instructor promptly to help your analysis skills advance organically. Consider keeping an **experience journals** as they are helpful to reflect upon if you seek employment in this field.
- iii. **Blackout typing.** Consider typing your notes and ideas with the computer screen blocked or blacked out. Doing so stimulates your abstraction engine flow.
- iv. Word spelling/grammar matters. But, for now, focus on **IDEA** generation and design. The Victorians have 1000s of well-written texts nobody reads, and Herman Melville, a Victorian, wrote about a **process** -- whale hunting.
- v. Maintain a top 5 model list to facilitate and focus assignment work.
- vi. Ask questions – right away. This course focuses on engineering **courses of action**. Think ahead to clarify your thinking.

Good writing is good thinking



### Effective analysis items to do first:

1. Write down any ideas about assignment and models that come into your head when they arrive. Carry index cards, text yourself, keep a **moleskin** notebook and pencil. Don't put off recording something interesting for even for five minutes else "**whooosh-vapor**."
  - laboratory bench scientists are required to this day to perform daily journal of their work. It is a skill worth considering.
2. Carefully read every word of the assignment 2x to make sure you consider what lectures, readings, and models your asked to consider. Carefully cogitate an approach. Every assignment link is curated to deepen knowledge, focus thinking, **AND** eliminate internet research.
  - Consider reviewing weekly assignment section and re-reading curated course content when your logic is amiss.
  - Between 4-8 will review strategies for librarian type research.



3. If your assignment wants you to use class lectures, then study your lecture notes. Hopefully you have augmented your lecture notes shortly after the lectures to add context.
  - Add to your class notes in another color pen to increase neuroplasticity.

### Research Websites

The internet is full of information *and* advertisements. Use your time wisely working with the research sites below. This following should be longer but snhu Shapiro library, ResearchGate, and Routledge cover vast ground.

If you like what you find, I suggest setting up an account. Each provides unscheduled ad-hoc resource emails of quality information based on items you have queried.

Once acquainted with quality information sources, it is challenging to remember the **data.Trash** you likely waded through.

**WARNING:** when you appreciate quality information you may never listen to commercials again and use the internet differently.

Below are a few quality research website.

- [Shapiro Library - Research Guides at Southern New Hampshire University \(snhu.edu\)](#)
- [Home Feed | ResearchGate, https://www.researchgate.net/](#)
- [Routledge - Publisher of Professional & Academic Books, https://www.routledge.com/](#)
- [Syracuse University Libraries - Research guides by subject](#)
  - <https://researchguides.library.syr.edu/>
  - Syracuse also has outstanding librarians like MS. Brenna Helmstutler
    - [https://researchguides.library.syr.edu/prf.php?account\\_id=152875](https://researchguides.library.syr.edu/prf.php?account_id=152875)

### Use of [Wikipedia](#) for course referencing and information sharing:

- Any links to dictionary wikipedia is to help quickly build topic background and/or augment class lectures.
- Wikipedia helps to broadly engage a topic's context and related info.
- Wikipedia **is not** an academic reference nor a substitute for quality academic media. Some academics argue Wikipedia's veracity p.e.r.i.o.d.
- **At any time a student may request academic approved learning media to substantiate any reviewed topic.**

## FYI - Customized python training

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**>\_7.py.pillars**

You're in a computer science program seeking work in an unforgiving, lightening-paced world.

~ The work I experienced at google blew my mind. ~

~ It's time to get fierce or whitewashed. ~

To combat this trend, my students can engage in a python essentials course developed while working at google known as **>\_7.py.pillars**. Much of the material is self-paced, so huddle up if you're interested in pumping your coding irons. The work would be outside of this course ideally after our regular class. This communication's course remains precious like Madonna's [express yourself](#). Find your love and find it now. For those in the know, "iron's up."

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## Grading Guides

- Weekly activities and assignments are outlined in sheets assign\_submit tab.
- Specific category instructions, grading rubrics, directions, and hand-it-in requirements are detailed in the assignments.
- Grades and feedback are within seven days.
- Class participation is necessary component to your success.

## Grade distribution\*

Category	# items	Points	Total points	Cummulative
Weekly item	16	14	224	224
Weekly reflection	16	14	224	448
Bi-weekly wordbook	8	23	184	632
Textbook item	8	10	80	712
Essay.1	1		0	712
Essay.2	1	96	96	808
Essay.3	1	96	96	904
Essay.4	1	96	96	1000
Total			1000	

\*based on class experience and expectations may be revised by 2nd Wednesday of week 2

\*\*updated: 09.05.22, grading categories were finalized.

## University grading system

Grade	Numerical Equivalent	Points
A	93-100	4
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	a	1.67
D+	67-69	1.33
D	60-66	1
F	0-59	0
I	Incomplete	
IF	Incomplete/Failure	
IP	In progress	
W	Withdrawn	

## Due Dates

Assignments are due anytime on day posted in the google sheets assign\_submit.

# Weekly Assignment Schedule <as of 1.2.23>, see actual in [github](#)

	A	B	C	D	E	F
	hive ID	wk ID	task ID <instructor creates>	week d1, class date	type	text
13						
14	~ Assignment Section ~					
15						
16	Query	0	0.read.book.d1<chap 1>	12/28/22	hw_read	review in class d1 or d2
17	Query	0	0.write.reflect.d1<link>	12/29/22	hw_write	pdf link <view assigner download .docx to perform update submission on this load unfamiliar words to due 1/6/22
18	Query	0	0.words.words.d2<link>	12/30/22	hw_words	
19	Query	0	0.read.syllabus.d1<link>	12/30/22	hw_read	Please complete br
20	Query	0	0.write.item.d1<-->		hw_write	
21						
22	Query	1	1.book.read.d1<chap 2>	1/4/22	hw_read	due 1/11/22
23	Query	1	1.write.reflect.d2<link>	1/4/22	hw_write	due 1/13/22
24	Query	1	1.words.words.d3<link>	1/4/22	hw_words	due 1/11/22
25	Query	1	1.write.item.d1<-->	1/4/22	hw_write	due 1/13/22
26						
27	Query	2	2.book.read.d1<chap 3>	1/11/22	hw_read	due 1/18/22
28	Query	2	2.write.reflect.d1<link>	1/11/22	hw_write	due 1/20/22
29	Query	2	2.answer.book.d1<ex:>	1/11/22	hw_book	due 1/18/22
30	Query	2	2.words.selfscore.d2	1/11/22	hw_words	due 1/20/22
31	Query	2	2.write.item.d1<-->	1/11/22	hw_write	due 1/20/22
32						
33	Query	3	3.book.read.d1<chap 4>	1/18/22	hw_read	due 1/25/22
34	Query	3	3.write.reflect.d1<link>	1/18/22	hw_write	due 1/27/22
35	Query	3	3.words.words.d3<link>	1/18/22	hw_words	due 2/1/22
36	Query	3	3.write.item.d1<-->	1/18/22	hw_write	due 1/27/22
37						
38	Query	4	4.book.read.d1<chap 5>	1/25/22	hw_read	due 2/1/22
39	Query	4	4.write.reflect.d1<link>	1/25/22	hw_write	due 2/3/22
40	Query	4	4.answer.book.d1<ex:>	1/25/22	hw_book	due 2/1/22
41	Query	4	4.words.selfscore.d2	1/25/22	hw_words	due 2/3/22
42	Query	4	4.write.item.d1<-->	1/25/22	hw_write	due 2/3/22
43						
44	Query	5	5.book.read.d1<chap 6>	2/1/22	hw_read	due 2/8/22
45	Query	5	5.write.reflect.d1<link>	2/1/22	hw_write	due 2/10/22
46	Query	5	5.words.words.d3<link>	2/1/22	hw_words	due 2/15/22
47	Query	5	5.write.item.d1<-->	2/1/22	hw_write	due 2/10/22
48						
49	Query	6	6.book.read.d1<chap 7>	2/8/22	hw_read	due 2/15/22
50	Query	6	6.write.reflect.d1<link>	2/8/22	hw_write	due 2/17/22
51	Query	6	6.answer.book.d1<ex:>	2/8/22	hw_book	due 2/15/22
52	Query	6	6.words.selfscore.d2	2/8/22	hw_words	due 2/17/22
53	Query	6	6.write.item.d1<-->	2/8/22	hw_write	due 2/17/22
54						
55	Query	7	7.book.read.d1<chap 8>	2/15/22	hw_read	due 2/22/22
56	Query	7	7.write.reflect.d1<link>	2/15/22	hw_write	due 2/24/22
57	Query	7	7.words.words.d3<link>	2/15/22	hw_words	due 3/1/22
58	Query	7	7.write.item.d1<-->	2/15/22	hw_write	due 2/24/22
59						
60	Query	8	8.book.read.d1<chap 9>	2/22/22	hw_read	due 3/1/22
61	Query	8	8.write.reflect.d1<link>	2/22/22	hw_write	due 3/3/22
62	Query	8	8.answer.book.d1<ex:>	2/22/22	hw_book	due 3/1/22
63	Query	8	8.words.selfscore.d2	2/22/22	hw_words	due 3/3/22
64	Query	8	8.write.item.d1<-->	2/22/22	hw_write	due 3/3/22
65						
66	Query	9	9.book.read.d1<chap 10>	3/1/22	hw_read	due 3/8/22
67	Query	9	9.write.reflect.d1<link>	3/1/22	hw_write	due 3/10/22
68	Query	9	9.words.words.d3<link>	3/1/22	hw_words	due 3/15/22
69	Query	9	9.write.item.d1<-->	3/1/22	hw_write	due 3/10/22
70						
71	Query	10	10.book.read.d1<chap 11>	3/8/22	hw_read	due 3/15/22
72	Query	10	10.write.reflect.d1<link>	3/8/22	hw_write	due 3/17/22
73	Query	10	10.answer.book.d1<ex:>	3/8/22	hw_book	due 3/15/22
74	Query	10	10.words.selfscore.d2	3/8/22	hw_words	due 3/17/22
75	Query	10	10.write.item.d1<-->	3/8/22	hw_write	due 3/17/22
76						
77	Query	11	11.book.read.d1<chap 12>	3/15/22	hw_read	due 3/22/22
78	Query	11	11.write.reflect.d1<link>	3/15/22	hw_write	due 3/24/22
79	Query	11	11.words.words.d3<link>	3/15/22	hw_words	due 3/29/22
80	Query	11	11.write.item.d1<-->	3/15/22	hw_write	due 3/24/22
81						
82	Query	12	12.book.read.d1<chap 13>	3/22/22	hw_read	due 3/29/22
83	Query	12	12.write.reflect.d1<link>	3/22/22	hw_write	due 3/31/22
84	Query	12	12.answer.book.d1<ex:>	3/22/22	hw_book	due 3/29/22
85	Query	12	12.words.selfscore.d2	3/22/22	hw_words	due 3/31/22
86	Query	12	12.write.item.d1<-->	3/22/22	hw_write	due 3/31/22
87						
88	Query	13	13.book.read.d1<chap 14>	3/29/22	hw_read	due 4/5/22
89	Query	13	13.write.reflect.d1<link>	3/29/22	hw_write	due 4/7/44
90	Query	13	13.words.words.d3<link>	3/29/22	hw_words	due 4/12/22
91	Query	13	13.write.item.d1<-->	3/29/22	hw_write	due 4/7/44
92						
93	Query	14	14.book.read.d1<chap 15>	4/5/22	hw_read	due 4/12/22
94	Query	14	14.write.reflect.d1<link>	4/5/22	hw_write	due 4/14/22
95	Query	14	14.answer.book.d1<ex:>	4/5/22	hw_book	due 4/12/22
96	Query	14	14.words.selfscore.d2	4/5/22	hw_words	due 4/14/22
97	Query		14.write.item.d1<-->	4/5/22	hw_write	due 4/14/22
98						
99	Query	15	15.book.read.d1<chap 16>	4/12/22	hw_read	due 4/19/22
100	Query	15	15.write.reflect.d1<link>	4/12/22	hw_write	due 4/21/22
101	Query	15	15.words.words.d3<link>	4/12/22	hw_words	due 4/21/22
102	Query	15	15.words.selfscore.d2	4/12/22	hw_words	due 4/21/22
103	Query	15	15.write.item.d1<-->	4/12/22	hw_write	due 4/19/22



## Diversity, Equity, and Inclusion

As indicated in SNHU's core value, the university is committed to "embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life."

In higher education, you're expected to think critically while exhibiting a growth mindset. This mindset includes the practice of diversity, equity, and inclusion (DEI) to provide transformative experiences for yourself, peers, faculty, and staff.

Collectively we are an organized learning mechanism. Through our community, compassion, and collaborative interactions we walk with respect towards a greater

## Student Support Resources including Tutoring and Instructional Support

It is really amazing to have a [careteam@snhu.edu](mailto:careteam@snhu.edu) to help students with assistance of all sorts. Again, this is an amazing resource.

- Consider this service if feeling pressured or overwhelmed.
- For instructional support email [instructionalsupport@snhu.edu](mailto:instructionalsupport@snhu.edu).
- For in class tech support call 603.645.9615

## Other Key Resources

- <https://snhu.sharepoint.com/sites/thesource>
- <https://snhu.sharepoint.com/sites/CAMPUSACADEMICS>
- And the campus accessibility center at [cac@snhu.edu](mailto:cac@snhu.edu)

For any questions about support services, documentation guidelines, general disability issues, or pregnancy accommodations please email [wellness@snhu.edu](mailto:wellness@snhu.edu).

## Academic Policies

### ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

**For questions concerning support services, documentation guidelines, general disability issues, or pregnancy accommodations, please visit the [Campus Accessibility Center's webpage](#)**

If you feel you have been denied appropriate disability related accommodations, including appropriate auxiliary aids and services, you may file a grievance in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) Webpage.

**Course Participation:** The major responsibility for education belongs to the student. An assumption of responsibility is at the center of learning and accomplishment. Each student is expected to arrange a class schedule in such a way that conflicting employment or personal activities are held to a minimum. Attendance is required in all courses. Excessive absences may result in failure or dismissal. More than three absences may be considered excessive. The campus [Course Participation](#) policy defines "excessive absence" as not attending at least 10% of the scheduled classes of a particular course. **For students enrolled in the campus-based Intensive English Program, this means missing nine or more classes during one term will be considered excessive.** Since enrollment in the Intensive English Program consists of three courses per day, this equals a total of three full days of absence during one term. Each student is responsible for all assignments and class work regardless of attendance requirements. Faculty office hours have been established to provide extra class assistance for students. These faculty office hours are not intended to make up missed class time.

**Academic Integrity Policy:** As an academic community committed to fostering an ethical and intellectual environment, Southern New Hampshire University holds its students to these standards of academic integrity; the University expects that

all aspects of a student's educational path are conducted with the highest degree of integrity, accountability for one's own work, and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow.

**Academic Support Services** - The Wolak Learning Center (WLC), located on the second floor of the Library Learning Commons, offers drop-in peer tutoring in a variety of disciplines as well as individualized tutoring for students needing personalized assistance. In addition, the WLC offers assistance with study skills, such as academic reading, exam preparation, note-taking, etc. Students at any level who want assistance reaching their academic goals are encouraged to visit the Wolak Learning Center. To access more information about the WLC and our full drop-in schedule, please visit the [Wolak Learning Center mySNHU page](#).

**Class Schedules, Locations, Cancellations, and Modalities:** Class cancellations for in-person or synchronous online classes will be announced, prior to class start whenever possible, by either a faculty or staff member of the university. Cancellations may also be announced by posted notice issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with school administrative staff. Cancelled classes and courses can be rescheduled at the option of the university or instructor but are not always made up. In-person classes can be taught remotely if necessary. There will be no refund or reduction of tuition or fees when classes are cancelled or moved to an online format, except as otherwise required by the university refund policy.

**Copyright Guide & Policy:** Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Questions regarding copyright may be addressed to the Library Associate Dean, Research and Learning of the University Library.

**Course Add and Drop:** For campus courses, students can add and drop courses up through the first seven days of a term without penalty. Students who miss the first two sessions of a class may be dropped by the instructor without prior notice.

**Grade Scale and GPA:** This policy impacts all SNHU students, regardless of delivery system, or major and creates a consistency throughout the University regarding the numeric grades that equate to the different tiers of letter grades.

**Non-Discrimination, Equal Access & Equal Opportunity Policies:** Consistent with all applicable federal and state laws, rules, regulations and ordinances (e.g. Title III, Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act as amended), and in recognition of its responsibilities to its faculty, staff, and students as well as to the communities in which it operates, Southern New Hampshire University reaffirms its continuing commitment to afford qualified or qualifiable individuals equal access and equal opportunity within the University. To ensure equal access and equal opportunity, Southern New Hampshire University shall not discriminate against any individual or group because of race, color, creed, ethnicity, sex, religion, national origin, citizenship, marital or parental status, disability (including intellectual disability), age, gender, gender identity or expression, sexual orientation, pregnancy, veteran/military status, genetic information, or on any other legally prohibited basis.

**Library Resource Statement:** In addition to [intellectual resources](#) available on site and online, Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.

**Grade Appeals and Other Academic Disputes:** If a student has a concern about a course, program, service, or instructor they are encouraged to address their concerns first with their instructor or advisor. If the issue cannot be resolved at that level:

- For campus-based courses or concerns, students should speak to the Program Coordinator/Department Chair. If the student is still not satisfied, then they should contact the appropriate Dean's office. If the student wishes to pursue the matter further, then they should speak to a representative from the Academic Affairs Office, who will review the matter and make a final decision.

More information about SNHU policies can be found on the policy. [SNHU Policy page](#).

## References

1. Calloway, R. (2019). Why do you read? Toward a more comprehensive model of reading comprehension. The role of standards of coherence, reading goals, and interest. Dissertation, University of Pittsburgh. Proquest Number: 13858136
2. Twenge et al. (2019). Declines in vocabulary among America adults within levels of educational attainment, 1974-2016. <https://doi.org/10.1016/j.intell.2019.101377>. Retrieved on 12/30/2022 from Pysch New Daily <https://www.psychnewsdaily.com/why-are-americans-vocabulary-skills-stagnating/>
3. Broadley, M. (2002). Your Natural Gifts. EPM Publications. ISBN 0-939009-56-0.