

COM300: Business Communication Research and Writing Skills

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

This course is designed to help students revise and develop a writing style that is clear, coherent, and effective for college-level assignments and activities. This course will involve mastering the following skills of professional writing: inviting format, accuracy of information and expression, appropriateness for intended audience, precision in diction, and correctness in mechanics. As an applied writing course, students will build on their research abilities and use scenarios to become competent in the skill of business writing.

Course Overview:

This communication course is career relevant and a fundamental course for reviewing research and writing skills. Through this business writing and communication course, students will build on their research abilities and use real-world scenarios to become competent in the skill of writing for college-level courses, as well as professional settings.

Course Learning Outcomes:

1. Demonstrate college competence in the mechanics of spelling, punctuation, verb agreement, pronoun reference, and sentence patterns. Differentiate the private from the public sectors in the elements, process, and methods of investigation.
2. Develop critical thinking and communication skills in context-based writing assignments.
3. Evaluate resources and conduct appropriate research for assigned topic, while collaborating in a peer review process to evaluate and analyze the quality of information.
4. Apply rules of APA formatting and style to specific business scenarios and communication strategies.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Lamb, S.E. (2015). *Writing well for business success: A complete guide to style, grammar, and usage at work*. New York: St. Martin's. ISBN-13: 9781250064516

Goins, A., Rauh, C. Tarner, D. and Von Holten, D. (2016) *Workplace writing: A handbook for common workplace genres and professional writing*. NPP eBooks. Book 8. ISBN-13: 978-1-944548-00-1

Available from:

<http://newprairiepress.org/ebooks/8>

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> • <i>Writing well for business success</i> Chapters 1-2 • <i>Workplace writing</i> (pages 1-5) 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points)

	<ul style="list-style-type: none"> Mascle, D. D. (2013). Writing self-efficacy and written communication skills. <i>Business Communication Quarterly</i>, 76(2), 216-225. doi:10.1177/1080569913480234 View the CSU Global Library tutorials found under the Research Help Tab in the Library. http://csuglobal.libguides.com/newtutorials/dbsearch 	
2	<ul style="list-style-type: none"> <i>Writing well for business success</i> (Chapter 3) <i>Workplace writing</i> (pages 5-10) Colorado State University-Global Campus. (2014). <i>CSU-Global guide to writing and APA requirements</i>. Greenwood Village, CO: Author. Anyira, I. E., & Nwabueze, A. (2011). Issues in citing internet resources. <i>Library Philosophy & Practice</i>, 88-95. 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (80 points) Portfolio Milestone (25 points)
3	<ul style="list-style-type: none"> <i>Writing well for business success</i> (Chapter 7, 8, 9, 10) <i>Workplace writing</i> (pages 1-11) McDaniel, L (2013). Business writing is like a road trip. <i>Communication World</i>, 30(5), 9-11. Rosenquist, C. (2012). Visual form, ethics, and a typology of purpose: Teaching effective information design. <i>Business Communication Quarterly</i>, 75(1), 45-60. doi:10.1177/1080569911428670 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (90 points)
4	<ul style="list-style-type: none"> <i>Writing well for business success</i> (Chapter 4,5,6,14) <i>Workplace writing</i> (pages 56-78) Lucassen, T., Muilwijk, R., Noordzij, M. L., & Schraagen, J. M. (2013). Topic familiarity and information skills in online credibility evaluation. <i>Journal of the American Society for Information Science & Technology</i>, 64(2), 254-264. doi:10.1002/asi.22743 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (100 points) Portfolio Milestone (25 points)
5	<ul style="list-style-type: none"> <i>Writing well for business success</i> (Chapters 15, 16, 17) <i>Workplace writing</i> (pages 55-62) Li, X. (2012). Weaving social media into a business proposal project. <i>Business Communication Quarterly</i>, 75(1), 68-75. doi:10.1177/1080569911432629 Shear, J. (2011). How to untie your writing knots: They're different from writer's block, but their main cause—having too much to say—can similarly make your work grind to a halt. <i>Writer</i> (Kalmbach Publishing Co.), 124(4), 24-25. Lentz, P. (2013). MBA students' workplace writing: Implications for business writing pedagogy and workplace practice. <i>Business Communication Quarterly</i>, 76(4), 474-490. doi:10.1177/1080569913507479 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (100 points)
6	<ul style="list-style-type: none"> <i>Writing well for business success</i> (Chapters 12, 13, 14) <i>Workplace writing</i> (pages 14-19) Chambers, R. (2014). Writing successful proposals: It's all about the numbers. <i>In - Plant Graphics</i>, 64(8), 20-22. http://search.proquest.com.csuglobal.idm.oclc.org/docview/1554582530?accountid=38569 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)
7	<ul style="list-style-type: none"> <i>Writing well for business success</i> (Chapters 5,6) 	<ul style="list-style-type: none"> Discussion (25 points)

	<ul style="list-style-type: none"> • <i>Workplace writing</i> (pages 64-71) 	<ul style="list-style-type: none"> • Opening Exercise (0 points) • Mastery Exercise (10 points)
8	<ul style="list-style-type: none"> • <i>Review Writing well for business success</i> • <i>Review Workplace writing</i> • Colorado State University-Global Campus. (2014). <i>CSU-Global guide to writing and APA requirements</i>. Greenwood Village, CO: Author. 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 2

CRITICAL THINKING ASSIGNMENT (80 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Analysis and Summary of First Research Source

Your role and task: You have been appointed to research a proposal for a new idea on a college campus, based on the Portfolio Project topic you have selected. The proposal will be presented to senior college administrators. Your task is to make suggestions, based on research, for a proposal supporting the campaign topic.

Step 1 - You will go to the [CSU-Global Library](#) and find a recent article (**no more than five years old**) to support the Portfolio Project topic you have selected.

Step 2 - You will format a full APA citation for this source. For help with APA citation, use the [CSU-Global Guide to Writing and APA Requirements](#) and other resources found through the Library.

Step 3 – Read and think about your article. If you want to, print the PDF or HTML version of your article from the library, take notes as you read, highlight key points, and make marginal comments, evaluating and making judgments about passages.

Step 4 – Now write a paragraph analyzing how this source will specifically support your ideas. Discuss its strengths and its weaknesses for the ideas noted in the article.

NOTE: You will use this article again in the course, so remember to keep a copy.

Criteria and Format

- This assignment should be 150-200 words in length or about 6 – 10 sentences.
- Format your document according to the CSU-Global Guide to Writing and APA Requirements.
- Double-space the one to two paragraphs.
- This evaluation of your first source should be mostly in your own words, but you may include one short, partial quotation or paraphrase with a proper APA in text citation if you wish (not required).

On a separate page titled Reference, create the full citation of your first source in proper format according to the [CSU-Global Guide to Writing and APA Requirements](#), including the hanging indent.

Option #2: Analysis and Summary of Career-Oriented Source

Consider a change that you would like to implement in an organization that is within the field that you will enter when you finish your CSU-Global degree. This week, research the type of change that you are going to suggest: a green energy initiative, a workplace fitness initiative, or a work-life balance initiative are some ideas; but feel free to come up with a change of your own that you would like to see. This week, you will research an angle on the change or the organization: some examples to consider are the type of change itself, how your organization implements change, or how change has been implemented in other organizations within the same industry. Think of a career you would like to pursue—this can be the one you currently have or a dream job or even a job that interests you, but that you may not ever actually do.

Step 1 - You will go to the CSU-Global Library and find a recent article (**no more than 5 years old**) to support your career aspirations.

Step 2 - You will format a full APA citation for this source. For help with APA citation, use [CSU-Global Guide to Writing and APA Requirements](#) and other resources found through the Library.

Step 3 – Read and think about your article. If you want to, take notes as you read, highlight key points, and make marginal comments, evaluating and making judgments about passages.

Step 4 – Now write a paragraph analyzing how this source will specifically support your ideas. Discuss its strengths and its weaknesses for convincing the senior administration (your audience).

Criteria and Format

- This assignment should be 150-200 words in length or about 6 – 10 sentences.
- Format your document according to the CSU-Global Guide to Writing and APA Requirements.
- Double-space the paragraphs.
- This evaluation of your first source should be mostly in your own words, but you may include one short, partial quotation or paraphrase with a proper APA in-text citation if you wish (not required).

On a separate page titled Reference create the full citation of your first source in proper format according to the [CSU-Global Guide to Writing and APA Requirements](#), including the hanging indent.

PORTFOLIO PROJECT MILESTONE (25 points)

Deliverable: Choosing an Option or Topic for your Portfolio Project

There are two options available for your Portfolio Project. Go to the Module 8 folder, read both Portfolio Project descriptions and the Project Rubric, and then choose which project interests you most. You will not complete both projects; you only have to do one. Submit your project selection with the title of your paper in APA format to the instructor in the designated Module 2 folder and explain why you chose this option.

NOTE: This milestone is worth 25 points of the total 350 points for your Portfolio Project.

CRITICAL THINKING ASSIGNMENT (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Prewriting, Summarizing, and Paraphrasing

Part One Instructions-Prewriting: Complete this assignment by using your chosen Portfolio topic. For the first part of your Critical Thinking exercise for this module, open a new Word document and title it *Prewriting, Summarizing, and Paraphrasing*. Without passing any judgment on your own ideas, generate a list of ideas and/or questions to research more. Put this list of ideas in these heading categories:

- Background of the Problem
- Needs
- Our Proposed Ideas
- Benefits
- Implementation
- Budgetary Considerations
- Recommendation

Note: You should aim to generate 3-5 ideas or more under each of the above headings.

Part Two Instructions-Summarizing: As the second part of your Critical Thinking exercise for this module, within the document titled *Prewriting, Summarizing, and Paraphrasing*, add "Summary" right after your prewriting/brainstorm. Your task is to summarize at least four paragraphs from the source you cited in the Module 2 Critical Thinking assignment into no more than two sentences, using no direct quotations. Remember to cite your source using proper APA formatting.

Part Three Instructions-Paraphrasing: For the third part of your Critical Thinking exercise for this module, open the Word document titled *Prewriting, Summarizing, and Paraphrasing*, and add "Paraphrasing" right after your Summarizing section. Your task is to paraphrase each individual sentence below and cite each one [in proper APA format](#).

1. Original - " As a rule, begin each paragraph with a topic sentence; end it in conformity with the beginning." (Strunk & White, 2010, p. 8). Paraphrase & cite.
2. Original - "We want to show people that change can occur. Short term, we are working to get everybody on the same page." (Robinson, 2015, p.228) Paraphrase & cite.
3. Dutch sociologist Geert Hofstede argues that culture is the software of the mind. Think of the human mind as a computer" (Neulip, 2012, p.169). Paraphrase & cite.
4. Original - "Several kinds of databases are being used in education today. Most libraries now have journals, periodicals, books in their research databases or they access larger research databases such as Lexis Nexis" Aitken, 2017, p.30). Paraphrase & cite.
5. Original - "Our research suggests that a global mind-set, in which people see themselves as part of an international network, helps provide an environment that is conducive to dispersed teams" (Siebdrat, Hoegl, & Ernst 2016, p. 68). Paraphrase & cite.
Original - "Terrorism expert Bruce Hoffman writes that the most compelling reason that terrorism is so hard to define is that the term's meaning has frequently shifted during the past 200 years" (Barnett & Reynolds, 2011, p. 16). Paraphrase & cite.

Option# 2: Prewriting, Summarizing, and Paraphrasing

Part One Instructions-Prewriting: Complete this assignment by utilizing your chosen topic for the Portfolio Project, Option #2. Without passing any judgment on your own ideas, generate a list of ideas and/or questions to research more information about your topic. Put this list of ideas in these heading categories:

1. Background of the Problem
2. Needs)
3. Our Proposed Ideas
4. Benefits
5. Implementation
6. Budgetary Consideration
7. Recommendation

Note: You should aim to generate 3-5 ideas or more under each of the above headings.

Part Two Instructions- Summarizing: As the second part of your Critical Thinking exercise for this module, within the document titled *Prewriting, Summarizing, and Paraphrasing*, add "Summary" right after your prewriting/brainstorm. Your task is to summarize at least four paragraphs from the source you cited in the Module 2 Critical Thinking assignment into **no more than two sentences**, using no direct quotations. Remember to cite your source using proper APA formatting.

Part Three Instructions-Paraphrasing: As the third part of your Critical Thinking exercise for this module, open the Word document titled *Prewriting, Summarizing, and Paraphrasing* and add this "Paraphrasing" title right after your summarizing. Your task is to paraphrase each individual sentence below and cite each one [in Proper APA format](#).

1. Original - " As a rule, begin each paragraph with a topic sentence; end it in conformity with the beginning." (Strunk & White, 2010, p. 8). Paraphrase & cite.
2. Original - "We want to show people that change can occur. Short term, we are working to get everybody on the same page." (Robinson, 2015, p.228) Paraphrase & cite.
3. Dutch sociologist Geert Hofstede argues that culture is the software of the mind. Think of the human mind as a computer" (Neulip, 2012, p.169). Paraphrase & cite.
4. Original - "Several kinds of databases are being used in education today. Most libraries now have journals, periodicals, books in their research databases or they access larger research databases such as Lexis Nexis" Aitken, 2017, p.30). Paraphrase & cite.
5. Original - "Our research suggests that a global mind-set, in which people see themselves as part of an international network, helps provide an environment that is conducive to dispersed teams" (Siebdrat, Hoegl, & Ernst 2016, p. 68). Paraphrase & cite.
Original - "Terrorism expert Bruce Hoffman writes that the most compelling reason that terrorism is so hard to define is that the term's meaning has frequently shifted during the past 200 years" (Barnett & Reynolds, 2011, p. 16). Paraphrase & cite.

Module 4

CRITICAL THINKING ASSIGNMENT (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: University Communication

Your role and task: You are preparing your Portfolio Project and know you need to get on the agenda for the board of directors or trustees to introduce your idea. Write a letter to the Secretary of the Board indicating that you would like to introduce your idea to the board.

Be sure to think carefully about your audience and address what you see as their needs in the information you give. Carefully proofread what you write and make sure no steps are left out. Also, consider visiting the Writing Center – follow the instructions at <https://sites.google.com/csuglobal.edu/writing-center/home>

Option # 2: Business Communication (100 points)

Your role and task: You are preparing your Portfolio Project and know you need to get on the agenda for next meeting of the committee that will decide to implement your idea. Write a letter to the head of the committee indicating that you would like to introduce your idea at the next committee meeting.

Be sure to think carefully about your audience and address what you see as their needs in the information you give. Carefully proofread what you write and make sure no steps are left out. Also, consider visiting the Writing Center – follow the instructions at <https://sites.google.com/csuglobal.edu/writing-center/home>

PORTFOLIO PROJECT MILESTONE: Outline (25 points)

You have identified the topic for your Portfolio Project topic. This week, you are required to submit an outline of your Portfolio Project. Submit your outline to the instructor in the Module 4 folder. If you are unfamiliar with creating an outline review this [Sample Outline Example](#).

NOTE: This milestone is worth 25 points of the total 350 points for your Portfolio Project.

Module 5

CRITICAL THINKING ASSIGNMENT (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Annotated Bibliography for Portfolio Project Option #1 (100 points)

An annotated bibliography is an organizing tool that is helpful when you research sources for a project. An effective annotated bibliography is used to compile research sources in one location and provide the researcher with quick access to the information contained in each source. Review the <https://owl.english.purdue.edu/owl/resource/614/01/> website to learn more about annotated bibliographies.

1. Find 5 sources you might use for the final portfolio assignment pertaining to your topic. Sources should be scholarly and focus around a narrowed issue or question of inquiry.
2. Cite the source in proper APA format. The citations should be organized in alphabetical order by author, just as the sources would appear in an APA References page.
3. Follow with a brief annotation that summarizes the source in a paragraph of 3 to 5 sentences; explain the source's relevance and importance to your issue. Do not copy and paste the abstract. Ideally, all of the annotation should be in your own words with thoughtful, helpful, and complete annotations of 100-150 words per source.

The annotations for each source should follow an academic style. This means that you must construct, with elevated and sophisticated language, correct grammatical sentences that effectively summarize

what each source has to say. Do not simply put bullet point notes on the sources—read them and then write a brief summary (but not a rehash of the abstract), noting information from the source that will help in putting together your journal article review and the final assignment. Remember to write in the objective tone, without inserting first-person pronouns. The summary is about the source (not about you or the process you undertook to find the source). Additionally, you should explain how each source is relevant to the issue selected for your final paper and what it adds to the knowledge about that issue.

Include a title page as usual, but a References page is not required for this assignment since the references will be noted in the annotations.

Option #2: Annotated Bibliography for Portfolio Project (100 points)

An annotated bibliography is an organizing tool that is helpful when you research sources for a project. An effective annotated bibliography is used to compile research sources in one location and provide the researcher with quick access to the information contained in each source. Review the <https://owl.english.purdue.edu/owl/resource/614/01/> website to learn more about Annotated Bibliographies.

1. Find 5 sources you might use for the final portfolio assignment pertaining to your topic. Sources should be scholarly and focus around a narrowed issue or question of inquiry.
2. Cite the source in proper APA format. The citations should be organized in alphabetical order by author, just as the sources would appear in an APA References page.
3. Follow with a brief annotation that summarizes the source in a paragraph of 3 to 5 sentences; explain the source's relevance and importance to your issue. Do not copy and paste the abstract. Ideally, all of the annotation should be in your own words with thoughtful, helpful, and complete annotations of 100-150 words per source.

The annotations for each source should follow an academic style. This means that you must construct, with elevated and sophisticated language, correct grammatical sentences that effectively summarize what each source has to say. Do not simply put bullet point notes on the sources—read them and then write a brief summary (but not a rehash of the abstract), noting information from the source that will help in putting together your journal article review and the final assignment. Remember to write in the objective tone, without inserting first-person pronouns. The summary is about the source (not about you or the process you undertook to find the source). Additionally, you should explain how each source is relevant to the issue selected for your final paper and what it adds to the knowledge about that issue. Include a title page as usual, but a References page is not required for this assignment since the references will be noted in the annotations.

Module 8

PORTFOLIO PROJECT (350 points)

Important! Read First

You have a choice between two Portfolio Projects. Do not do both projects. Identify your Portfolio Project choice in the title of your document. When you are ready to submit, click the Module 8 Portfolio Project assignment header in the Module 8 folder. The milestones in Weeks 3 and 6 apply to both assignments.

Option #1: Formal Written Proposal for A University (300 points)

For the Portfolio Project, you are creating a proposal written in formal style and using at least 4-5 research sources to support your proposal. You are expected to cite those sources both in the text of your proposal and on the References page at the end.

A number of assignments for this course are projects that build this one, so as you work through this course you will collect source material and ideas that relate to this project. You will use the information you locate to make a persuasive argument regarding a suggestion of your design to the hypothetical college board of directors or trustees. Your argument should support, explain, and defend your idea with solid facts and logical argument based on source evidence.

Topic: Propose a project that supports a major change for your university. For this proposal, you will find sources that explain the change and what will be needed to make it happen.

The Principle Elements:

- Cover/Title page
- Table of Contents and List of Figures
- Executive Summary (Never longer than one page)
- Body (3-4 pages) (remember to keep your topic succinct)
- References (at least two recent, reliable research sources from within the last five years must be cited)
- Appendices (if any used)

The paper should be well-written, formatted according to CSU-Global APA Guidelines, and 10 pages total – including all bullet points above. Refer to the Portfolio Project rubric for grading criteria. The following deliverables are due before midnight on Sunday of Weeks 3 and 4, respectively:

Week 3: Topic Submission (25 points of the Portfolio Project)

Week 4: Portfolio Outline (25 points of the Portfolio Project)

The paper should be well written, formatted according to CSU-Global APA Guidelines, and no more than 10 pages total – including all bullet points above. Refer to the Portfolio Project rubric for grading criteria.

Option #2: Formal Written Proposal for Your Organization (300 points)

For the Portfolio Project, you are creating a proposal written in formal style and using at least 4-5 research sources to support your proposal. You are expected to cite those sources both in the text of your proposal and on the references page at the end.

A number of assignments for this course are projects that build this one, so as you work through this course you will collect source material and ideas that relate to this project.

Topic: You will use the information you locate to make a persuasive argument regarding a suggestion of your design to your organization. This argument should support, explain, and defend your campaign idea with solid facts and logical argument based on source evidence. You will create a suggestion based on source material and create a proposal paper that works to persuade the board of directors at your business to adopt your suggestion.

The Principle Elements:

- Cover/Title page
- Table of Contents and List of Figures

- Executive Summary (Never longer than one page)
- Body (3-4 pages)
- References (at least two recent, reliable research sources from within the last five years must be cited)
- Appendices (if any used)

The paper should be well written, formatted according to CSU-Global APA Guidelines, and no more than 10 pages total – including all bullet points above. Refer to the Portfolio Project rubric for grading criteria. The following deliverables are due before midnight on Sunday of Weeks 3 and 4, respectively:
 Week 3: Topic Submission (25 points of the Portfolio Project)
 Week 4: Portfolio Outline (25 points of the Portfolio Project)

Course Policies



Course Grading

20% Discussion Participation
 0% Opening Exercises
 8% Mastery Exercises
 37% Critical Thinking Assignments
 35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.