

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**MGT6203. 01 Strategic Management**

**Session Spring 2026**

**Location: Garland**

**PROFESSOR INFORMATION:**

Name: Dr. Steve Tidwell  
Phone Number: 972-279-6511 ext.169 -(**Contact me on cell- My number is on the nnouncements**  
.Faculty Fax #: 972-686-5890  
Office Location: Garland or Frisco Center #  
Office Hours: Office Hours for session  
Email Address: STidwell@Amberton.edu

**COURSE INFORMATION:**

MGT6203. 01 Strategic Management

Level: Graduate

Beginning Date of Session: Saturday, March 14, 2026

Ending Date of Session: Thursday, May 21, 2026

The first class meeting is **Monday, March 16, in Room I17 (Garland)**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.

All Saturday lecture classes begin promptly at 8:30 a.m.

**COURSE PREREQUISITES:**

Twelve hours of 5000/6000 level BUS, ECO, FIN, MGT, MKT.

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Textbook-Saylor Foundation (2012) Mastering Strategic Management, Saylor Academy The textbook can be retrieved for free

[https://saylordotorg.github.io/text\\_mastering-strategic-management/](https://saylordotorg.github.io/text_mastering-strategic-management/)

Title: Required – Upon purchasing the simulation, this is included.

1. Simulation-Thomson, Je., and Stappenbeck. 2004. The Business Strategy Game. Your instructor will post on the announcements the codes for registration and then register at <https://www.bsg-online.com/>.

Select New Student and then enter the code provided in the announcements. See the example provided on the site.

Student account registration fee- BGS Value Pack Simulation Fee, Players Guide, and Textbook \$99.95

**On Friday evening or Saturday morning, the professor will post on the announcements the code for the student to register.** The student must be registered no later than Saturday, March 14, 2025

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks

may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

### **APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

### **COURSE COMPETENCIES:**

The course presents a simulation of running a business involving the functions of management in the formulation of strategic policies, goals, objectives mission, vision, strategic planning for an organization to operate in an effective and efficient manner. Students implement the functions of strategic planning, internal and external factors in strategic planning, strategic planning relative to goals, forecasting techniques, and analyzing and evaluating financial documents and ratios. Activities include discussing major issues within the strategic planning process, identifying organizational structures, and developing techniques for integrating functional business units with strategic business units.

### **UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

1. Discussing the major issues associated with gaining acceptance of the strategic planning process.
2. Identifying organizational structures that are compatible with stated organizational directions.
3. Describing techniques for integrating the functional areas of a business with strategic business units.
4. Identifying and analyzing information sources used in the development of a strategic plan.
5. Analyzing and evaluating the effectiveness of corporate and business level strategies.
6. Evaluating financial ratios and financial statements and their impact on an organization's operations.
7. Evaluating marketing agendas and how they comply with the organization's strategy.
8. Identifying and utilizing organizational internal and external factors (strengths, weaknesses, opportunities, threats), and core competencies to gain a competitive advantage.
9. Formulating, implementing, and evaluating strategic plans.
10. Understanding the purpose and function of the Mission and Vision statements.
11. Recognizing the importance of ethical standards and social responsibility as a core value of an organization.
12. Assessing various types of strategies, integration strategies, intensive strategies, diversification strategies and defense strategies faced by organizations today to remain competitive or gain a competitive edge.
13. Preparing and delivering a strategic business plan for an actual or hypothetical business or organization.
14. Use artificial intelligence (AI) to identify organizational structure and analyze the optimal strategy in operating a business.
15. Assessing the marketing agenda and implementing marketing strategies that build the organization's brand and image.
16. Formulating, implementing, and evaluating the mission and vision statements in strategic planning.

### **ACQUIRED SKILLS:**

1. Collaboration
2. Teamwork
3. SWOT Analysis

### **COURSE POLICIES:**

#### **VERY IMPORTANT TO READ IMMEDIATELY**

**PLEASE NOTE:** On Friday evening (the night before class) or on Saturday morning, the professor post the teams and codes for the simulation on the announcements. Upon getting the code, **please register online at <https://www.bsgonline.com/>** It is imperative that you do this on the first day of class.

**After registering, download the simulation, player's guide, textbook, etc. at [https://saylordotorg.github.io/text\\_masteringstrategicmanagement/](https://saylordotorg.github.io/text_masteringstrategicmanagement/).**

**It is imperative that you register and download the players guide and textbook upon receiving the code from the professor.** If the student/groups get behind, it is extremely difficult to get caught up and as a result, it will cost them tremendously, so upon getting the code from the Professor, immediately go to <https://www.bsgonline.com/> to register. **Again, do not wait to purchase the simulation.** Upon receiving the code from the Professor via the announcements, please register. Students cannot make-up exams, decisions, or any assignment.

Upon receiving the code and registering, the student will have access to the strategy game simulation. It is imperative that the student immediately read the student manual. This will provide you with tremendous guidance in understanding the process.

For this class, the students will be in a simulation running a company. The group will make all decisions collectively.

**When the students are placed into groups, this will be their group for the assignments except for the exams. For the exams, the student must complete them individually.**

**For exams and decision making and in order to get a grade, you must register with <https://www.bsgonline.com/>. You cannot gain access to your exams or the simulation if you don't register and have an access code.** The professor will email each student their codes, and the professor will post the group members on the announcements.

**VERY IMPORTANT: Each member of the group must participate.** If you don't participate, the chance of receiving a passing grade is zero. I know that we are all incredibly business, but it is important to coordinate efforts with the group in weekly discussions. Participation is imperative for many reasons including each member will have an opportunity to grade their team members. All members will submit a confidential peer-review to the professor in Week Nine.

**NOTE:** It is strongly recommended that the group elects an individual to input all the decisions made by the group. In other words, after the group has decided on the decisions to be made, have one person to input the decisions. The reason for this is if everyone is inputting decisions, the decision results will change based on the last decision made. Please be in attendance at all meetings.

**Students must comply with the calendar on submitting decisions and turning in assignments. It is imperative that students adhere to these deadlines. If a decision is missed, it cannot be made up. The previous decision will be the decision that is submitted for that group. Also, the student must make arrangements to take the exams. Exams cannot be made up or restarted. All times are in the Central Time Zone.**

Again, please understand that all assignments must be submitted on time and in accordance with the due date. Late assignments will receive a zero, **No Exceptions!**

)

#### **Student's Responsibilities**

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

## **Attendance Policy:**

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

## **Plagiarism Policy**

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

**Originality:** Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

**Paraphrasing:** When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

**Acknowledgement:** When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

Please see below for instructions.

#### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

#### **COURSE OUTLINE AND CALENDAR:**

##### **Exams**

Exams: There will be two exams given. It is imperative that students make arrangements to take these quizzes. The exams open on Saturday and closes on Sunday at 11:59 PM CST. It is very important to study the players' guide in preparation for this. The exams and time allotments are as follows:

Exam One – 60 minutes – one attempt

Exam Two – 75 minutes and one attempt

**Once you start, you must complete it.**

##### **Two Practice Rounds**

The students will have an opportunity to practice making decisions and see their results. After making each decision, be sure to review your results to see how well the group did in competing against the other companies. (See the schedule on the practice dates).

After making the second decision, the students will have two days to review the results before the system resets all the results for the actual simulation.

**Decision on BGS** The group will make decisions on the BGS regarding the simulation.

##### **Weekly Reflections**

After each decision, the groups will provide a follow-up explaining what they did. Your purpose here is to explain why you did what you did. Validate your statements. **SWOT Analysis** In addition to the weekly reflection, the assignment will also include a SWOT analysis. On the group's first reflection, the students will evaluate their company and create a SWOT analysis. Each time the reflection summary is submitted, the students will add to their SWOT analysis.

##### **Three-Year Projection**

Letter to the stockholders explaining the group's performance for the first three years and what the organization plans to do in the future. You must be thorough in your explanation.

### Essay

What I would do differently if I could do it again? Advice for others that are about to go through it.

### Final Analysis and Presentation

In a Word Document, the groups will provide an overview of what was done starting with Decision 11 and going through Decision 18. Describe what you did, what occurred, and what you were expecting. This assignment is an overview and summary of all of your decisions.

In addition, the students will provide a presentation in Week 10. The students will provide an overview in PowerPoint format of their final analysis. Each student will speak at the presentation. It can be completed as a video, recorded, and submitted.

### My Learning Style (Adult Learning Style)

See the instructions on the Announcements and Week Four

If the student has already completed this assignment in another class, the student does not have to complete it again. They will submit the summary they submitted in the other class and at the top of the assignment, put **I COMPLETED THIS IN A PREVIOUS CLASS (STATE THE CLASS THAT YOU COMPLETED IT IN**

**PLEASE NOTE THAT ALL TIMES AT CENTRAL TIME ZONE). ALSO, PLEASE DO NOT FOCUS ON THE WEEKS, BUT RATHER THE ASSIGNMENTS AND DUE DATES.**

Week	Topic	Assignment	Competencies Covered	Due Date
One		Chapters One and Two of the Text		<p><b>- Complete Introduction - Due Sunday March 21, 11:59 PM</b></p> <p><b>- Convene as a group.</b></p> <p><b>-Complete the quiz over how the simulation works – Sunday March 21, 11:59 PM</b></p> <p><b>- Practice Round Year 11 – Due Sunday March 21, 11:59 PM</b></p> <p><b>--Review the players guide.</b></p> <p><b>-Debrief the quizzes and material.</b></p>
Two		Read Chapters 3-5		<b>Becoming very familiar with the players guide.</b>

				<b>Practice Round Year 12 – due Thursday, March 26, 11: 59 PM</b>
Three		Read Chapters 6 and 7		<ul style="list-style-type: none"> <li>-</li> <li><b>All Practice Rounds Decisions data is removed on Tuesday, March 31</b></li> </ul> <p><b>Real Simulation begins- Decisions Year 11 due on Friday, April 3, 11:59 PM</b></p> <p><b>-Debrief Decision</b></p> <p><b>-Reflection for Decision 11, SWOT Analysis, Competitive Strategy, Mission, and Vision due on Sunday, April 5, 11:59 PM CT</b></p>
Four		Read Chapters 8 and 9.	2,3,5,8,14, 18	<ul style="list-style-type: none"> <li><b>-Read Chapter 6 and 7 and Chapter 8 and 9</b></li> <li><b>-Debrief Previous Decision and plan for next decision.</b></li> <li><b>-Decision 12– due Tuesday, April 7, 11: 59 PM</b></li> <li><b>-Decision 13 – due Friday, April 10, 11:59 PM</b></li> <li><b>-Reflection Paper and SWOT Analysis for Decision 12 and 13 Due on Sunday, April 12, 11:59 PM</b></li> </ul>
Five				<p><b>Debrief Previous Decision and plan for next decision.</b></p> <p><b>Decision 14– due Friday, April 17, 11:59 PM</b></p> <p><b>Simulation Quiz Two is Due Sunday, April 19, 11:59 PM</b></p> <p><b>Reflection Paper for Decision 14 and</b></p>

				<b>SWOT Analysis Due on Sunday, April 19 11:59 PM</b>  <b>Three Year Strategic Plan is Due on Sunday, April 19, 11:59 PM</b>
Six				<b>Debrief Previous Decision and plan for next decision.</b>  <b>Decision 15 due on Tuesday April 21, 11:59 PM</b>  Decision 16 due on Friday, April 24, 11:59 PM  <b>Reflection and SWOT Analysis for Decisions 15 and 16 Due on Sunday, April 26, 11:59 PM</b>
Seven				<b>Debrief Previous Decision and plan for next decision.</b>  <b>Decision 17 Due Friday, May 1 11:59 PM</b>
				<b>Reflection for Decision 17 and SWOT Analysis due on Sunday, May 3, 11:59 PM</b>
Eight				<b>Debrief Previous Decision and plan for next decision.</b>  <b>Decision 18 due on Friday, May 8, 11:59 PM</b>  <b>Reflection for Decision 18 and SWOT Analysis due on Sunday, May 10, 11:59 PM.</b>
Nine				<b>Debrief Previous Decision</b> <b>Planning and preparing for the Final Analysis and Presentation</b> <b>Complete Essay Assignment Sunday, May 17, 11:59 PM</b> <b>Submit Peer Review by Sunday May 17, 11:59 PM</b>

Ten	<b>Submit the Final Analysis</b>	And Presentation		<b>Final Analysis –from Year 11 – Year 18 and PowerPoint Presentation of Final Analysis Due Monday, May 17, 11:59 PM CST</b>
-----	----------------------------------	------------------	--	--

### **GRADING CRITERIA:**

Business Game Strategy Final Results	40%
Weekly Reflection and SWOT Analysis	15%
Exams (2)	10%
Three Year Projection	10%
Essay	5%
Final Analysis and Presentation	15%
Discussion Question	5%
Graduate	
92 b 100	A
82 b 91	B
72 b 81	C
62 b 71	D
Below 62	F

### **GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**

Each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner, along with appropriate commentary.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

### ***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

### ***How to Withdraw From a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" for procedures for class changes or withdrawals and the refund policy and schedule.

### **COURSE COMMUNICATIONS:**

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended.

This lecture course utilizes several technological tools to enhance communication among faculty and students, both during and after the session.

- Email Access via Single Sign-On (SSO):

You must use your SSO credentials to access your email.

- **Access the SSO Gateway:** The Student Portal can be accessed through a link on the University's website at <http://www.Amberton.edu> or directly at <http://sso.amberton.edu>.
- Moodle Messaging:

For quick, course-specific communication, please utilize the messaging feature available within Moodle. This is often the fastest way to reach your instructor or classmates regarding course topics.

## **Email Communication**

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

## **SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY**

Amberton University uses a Single Sign-On (SSO) portal to provide secure, one-time access to various systems like Moodle, Amberton Email (Gmail), and Campus Web.

### **Here are the step-by-step instructions for logging into the SSO portal:**

#### **1. Access the SSO Portal**

You have two main ways to reach the login page:

- Direct URL: Open your web browser and go directly to the SSO login page:

<https://sso.amberton.edu>

- Via University Website (Alternative):

1. Go to the Amberton University website: <http://amberton.edu>.
2. Click the menu icon (often represented by 3 horizontal bars typically found on the right side of the screen).
3. Click the SSO Login link.

#### **2. Enter Your Credentials**

When prompted, enter your Amberton University credentials:

- Username: This is the same as your University email account name (the part before @my.Amberton.edu).
- Format: Your capitalized first name initial + your entire last name + the last three digits of your SSN.
- Example: If your email is JSmith789@my.Amberton.edu, your Username is JSmith789.
- Password: This is your Amberton University ID # (AUID), and it must include the dashes.
- Example: 07-999-876

#### **3. Set Up Multi-Factor Authentication (Initial Login Only)**

- First-Time Users: During your initial log-in, the system will prompt you to set up Two-Factor Authentication (2FA) for added security.
- Follow the on-screen steps to establish your preferred authentication method (e.g., text message, or an authenticator application like Google Authenticator).

#### **4. Access Your Applications**

- Once successfully logged into the SSO portal, you will see a dashboard with icons or links for the various applications you can access.
- Click on the application you wish to use (e.g., Moodle, Gmail, or CampusWeb), and you will be taken directly to it without needing to log in again

If you have lost or do not know your University email address or have access issues, please contact the IT Help Desk at:

(972-279-6511 ext. 128

[e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)

**(Lecture Faculty utilizing the Moodle system must use the below paragraph, otherwise delete this section entirely.)**

### ***The Amberton University Moodle Website***

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Single Sign On (SSO) Login page or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

### **Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

### **INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

### **RESEARCH RESOURCES:**

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

### **RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

### ***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the library in person on the Garland campus for assistance.

### ***Microsoft Office 365 Education:***

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: [https://amberton.edu/wp-content/uploads/2025/01/Office365\\_Setup\\_Students.pdf](https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf)

### **Google Workspace for Education:**

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: [https://amberton.edu/wp-content/uploads/2025/01/Google\\_Drive\\_Students.pdf](https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf)

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work

### **Turnitin Draft Coach**

Instructions for Accessing Turnitin Draft Coach in Google Docs

Turnitin Draft Coach is typically available as an add-on or extension within Google Docs, allowing you to check for similarity, citations, and grammar *before* final submission.

Important Pre-requisites:

- Institutional Access: Draft Coach must be licensed and enabled by your school or institution's Turnitin and Google Workspace administrators. If you cannot find the extension, contact your instructor or IT support.
- Account: You must be signed into Google Docs using your institutional/school email account, not a personal Gmail account, for the extension to appear and work correctly.
- Document Type: The document must be a native Google Doc (not an uploaded .doc, .docx, or .pdf file opened in Docs). If you have another file type, copy and paste the text into a new, blank Google Doc.

### **Step-by-Step Guide**

1. Open Google Docs: Sign in to your institutional Google account and navigate to Google Docs.
2. Open Your Document: Open an existing assignment draft or start a new document and paste your writing into it.
3. Access the Extension: In the top menu bar of your Google Doc, click on Extensions.
4. Select Draft Coach: Hover over or click Turnitin Draft Coach, and then select Turnitin Draft Coach again from the submenu.
  - *Note: If the option does not appear immediately, refresh your page and try again.*
5. Draft Coach Panel: The Draft Coach panel should now appear on the right-hand side of your screen.
6. Get Started: The first time you open it, you may need to click a "Get Feedback" or similar button, and you will likely need to read and accept the Terms and Conditions to continue.
7. Run Reports: Once loaded, you can select the tabs or cards in the panel to run different checks:
  - Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
  - Citations Check: Analyzes your document for correct citation and referencing practices.
  - Grammar Guide: Provides feedback on grammar and mechanics (usually US-English rules).

You are now ready to use Turnitin Draft Coach to review and improve your writing!