

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

MGT6505.E1 Agile Project Management
SPRING 2026

PROFESSOR INFORMATION:

Name: Dr. Blair Stephenson, Ph.D., PMP, CSM
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COURSE INFORMATION:

MGT6505.E1 Agile Project Management

Level: Graduate

Beginning Date of Session: Saturday, March 14, 2026

Ending Date of Session: Thursday, May 21, 2026

Student access available to the Student Portal: Saturday, Saturday, March 14, 2026 .

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Project Manager's Guide to Mastering Agile: Principles & Practices for an Adaptive Approach
Author: Charles G. Cobb
Publisher: John Wiley & Sons, Inc.
Year Published: 2023
Edition: 2nd Edition
ISBN: 10: 1118973127 or 13: 978-1119931355
Price: Available at <http://amberton.ecampus.com>

Title: Agile Practice Guide
Author: Project Management Institute, Inc.
Publisher: Project Management Institute, Inc.
Year Published: 2017
Edition: 1st Edition
ISBN: 10: or 13: 978-1628251999

Project Management Institute (PMI) – Student Membership

Note: This book and all PMI publications are available in PDF format with a PMI Student membership. See the PMI Student Membership webpage at <https://www.pmi.org/membership/student> for more information and to purchase your membership.)

Title: SimAgile
Author: Simulation Powered Learning
Publisher: Simulation Powered Learning
Year Published: 2021
Edition: 1st Edition
ISBN: 10: or 13: N/A
Price: \$30.00 Available at: <https://agile.simproject.com> (Additional access instructions will be provided in Moodle: Instructor is Blair Stephenson and Classroom is MGT6505.E1 SPRING 2026.)

Note: This book and all PMI publications are available in PDF format with a PMI Student membership. See the PMI Student Membership webpage at <https://www.pmi.org/membership/student> for more information.

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. 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 the 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:

This course focuses on the values, principles, frameworks, and methods that comprise the agile project management body of knowledge. Topics include agile project development's origins, philosophy, and practice, including value-driven product delivery systems, stakeholder and team performance, adaptive planning, problem detection and resolution, guided continuous improvement, and ethical leadership in the agile project context. Students in this course evaluate influential agile project research and appraise the project management tools, techniques, knowledge, and skills necessary for successful value delivery.

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

1. Evaluating and appraising influential research from the agile project domain.
2. Discussing the history, origins, and benefits of Agile and agile project management.
3. Comparing the advantages and disadvantages of Adaptive, Predictive, and Hybrid approaches to project value delivery.
4. Defending the value proposition of principle-based project delivery systems.
5. Differentiating among agile project management lifecycles, frameworks, and methods.
6. Selecting the components of value-driven delivery in the agile project management context.
7. Evaluating components of the Stakeholder Performance Domain in the agile project management context.
8. Evaluating the Team Performance Domain components in the agile project context.
9. Planning a proactive and adaptive development approach for creating project deliverables.
10. Explaining risk, ambiguity, and complexity associated with problem detection and resolution in adaptive/agile projects.
11. Evaluating the components of guided continuous improvement in the agile project context.
12. Adapting ethics and moral leadership in the agile project development approach.
13. Integrating artificial intelligence (AI) driven tools to enhance adaptive planning, risk detection, and continuous improvement in agile project management.

ACQUIRED SKILLS:

1. Critical Thinking
2. Management of Project Delivery Systems
3. Project Planning

4. Guided Continuous Improvement

COURSE POLICIES:

1. Read and complete all assignments, papers, and exercises by the scheduled due date. Assignments are due **no later than midnight**, Central Time (time in Dallas, TX) on the published due date.
2. Late Assignments: An assignment submitted after the due date will be assessed a penalty of **5%** for each day or partial day that it is late. Work submitted more than five (5) days after the scheduled due date will **NOT** be accepted without written permission from Dr. Stephenson. There are **no options for extra credit or make-up work** in this course.
3. Assignments must be submitted through the Moodle Learning Management System and Dr. Stephenson must be able to open each assignment in order for it to be considered on time.
4. Assignments will typically be available at one (1) minute after midnight on the first day the assignment is open on Moodle; and will close at one (1) minute (23:59) until midnight on the last day the assignment is open on Moodle.
5. When submitting an assignment as an attachment to an email or an attachment to a Moodle assignment, please include your name, MGT6505.E1, and the assignment number in the subject line of the email as well as on the first page or title page of the assignment. If required, file attachments may be submitted in **Word 2010 or later versions of Word** for this course. **Do NOT submit files in pdf format.**
6. **Plagiarism is strictly forbidden in this class. All written assignments will be submitted to an online review service (Turnitin and/or Grammarly) to evaluate your grammar and to check for plagiarized material. NO more than 15% of your paper can be directly quoted from outside sources OR generated by an AI tool like ChatGPT. I run a plagiarism check and generative-AI check on each paper. Any assignment exceeding the 15% limit will be given a zero score.** Be certain that all of the material that is drawn from a specific reference source is properly cited according to APA 7th ed. standards.
7. **The last day to submit ALL assignments is Tuesday, May 19, 2026.)**

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 OUTLINE AND CALENDAR:

Moodle Message Contact: [Send a message via Moodle to Dr. Stephenson by March 22nd to verify your ability to send and receive messages via the Moodle MGT6505.E1 course's messaging function. Your message should confirm that you have read and understand the course syllabus, course expectations, and Moodle Communications Guide.](#) [To send a message through Moodle, log onto this course in Moodle; click on “Participants” in the left navigation bar; select my name; click on “Send a Message;” type your confirmation message in the box provided; and click “Send Message.”](#)

The course will be divided into sections covering the history of Agile project management, Agile value proposition, Agile stakeholders/product owners, science of adaptation, Agile teams, scaling Agile, continuous improvement, and variations of Agile models. Five discussion forums (5% each), a simulation exercise (35%), a literature review topic selection plus annotated bibliography (10%), and a final executive research presentation (30%) will be included. Each discussion forum will require that a student posts a well-

developed answer to the question(s) posed by Dr. Stephenson for that specific forum – AND a well thought out response to at least two other student's postings.

- See Moodle Course Calendar for Weekly Assignment Due Dates.
- See Moodle Weekly Assignments for the Content of Specific Assignments and Readings.

Week	Topic	Assignment	Competencies Covered	Due Date
Week #1: March 14 – 20	<p>Topics:</p> <ul style="list-style-type: none"> • Welcome to Class • History & Origins of Agile Project Management • The Paradigm Shift from Plan-Driven Methods • Agile Manifesto Values & Principles 	<p>Readings:</p> <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 1 & 2 2.) PMI (2017), Chapter 2 3.) Week #1 - Articles/Videos (See Moodle page) <p>Assignment: Expectations Acknowledgement and Introductory Discussion Forum Graded 1 Point</p>	1, 2,	March 22
Week #2: March 21 - 27	<p>Topics:</p> <ul style="list-style-type: none"> • Advantages and Disadvantages of Traditional and Agile Approaches to Project Management • Value Proposition for Agile Projects • Agile Product Management • Incremental Value-Driven Product Delivery • Continuous Innovation 	<p>Readings:</p> <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 8 & 11 2.) The Manifesto for Agile Software Development 3.) Week #2 - Articles/Videos (See Moodle page) 4.) Log onto & Set up Account for SimAgile Project Simulation. <p>Assignment: Week #2 – Discussion Forum #1: 5 Points</p>	2, 3, 4, 6 Acquired Skill = #2	March 29
Week #3: March 28 – April 03	<p>Topics:</p> <ul style="list-style-type: none"> • Stakeholder Engagement in Agile Project Management. • Product Owners in an Agile Environment • Value Driven Delivery in Agile Project Management. 	<p>Readings:</p> <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 3 & 16 2.) Week #3 - Articles/Videos (See Moodle page) 3.). Read Introduction & Instructions for SimAgile 4.) Read Instructions for Final Executive Presentation <p>Assignment: Week #3 – Discussion Forum #2: 5 Points</p> <ul style="list-style-type: none"> • <u>Begin Practice Runs for SimAgile Simulation</u> • <u>Topic Selection for Executive Presentation Due April 12th. [Your topic may address any subject suggested by Dr. Stephenson; OR a topic of special interest to you that is directly related to Agile Project Management. See Table Below]</u> 	4, 6, 13 Acquired Skill = #1	April 05

Week #4: April 04 – April 10	Topics: <ul style="list-style-type: none"> • Agile Project Management Frameworks and Methods. • Process Tailoring to Formulate an Agile Project Management Approach for an Organization • Responding to Change • Adapting over Conforming 	Readings: <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 4 & 5 2.) PMI (2017), Chapter 3, Appendix X2 3.) Week #4 - Articles/Videos (See Moodle page) 5.) Read Introduction & Instructions for SimAgile <ul style="list-style-type: none"> • Assignment: Week #4 – Discussion Forum 3: 5 Points • Continue Practice Runs for SimAgile Simulation • Presentation Topic Selection (Graded 1 Point) Due by 10/12/25 	1, 3, 5, 13 Acquired Skill = #1, 2	April 12
Week #5: April 11 - 17	Topics: <ul style="list-style-type: none"> • Project Management Simulation Project 	Readings: N/A Assignment: SimAgile Project Management Simulation: Graded 35 Points	1 – 13 Acquired Skill = #1, 2, 3	April 19
Week #6: April 18 - 24	Topics: <ul style="list-style-type: none"> • Adaptive Planning in the Agile Project Context • The Science of Adaptation • Stakeholder engagement in the agile project management context. • Universal ethical principles anchored in an agile project management perspective 	Readings: <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 14 & 16 2.) PMI (2017), Chapter 6 3.) Week #6 - Articles/Videos (See Moodle page) 4.) Instructions for Final Executive Presentation Assignment: Literature Review: Annotated Bibliography (Graded 9 Points – Due 10/26/25): [Prepare an annotated bibliography that is APA style and format compliant, listing at least five (5) sources that you have evaluated and verified for your Final Executive Presentation assignment (PowerPoint with Audio in MP-4 format)]	1, 3, 7, 9, 12 Acquired Skill = #3, 4	April 26
Week #7: April 25 – May 1	Topics: <ul style="list-style-type: none"> • Team Performance in Agile Project Management 	Readings: <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 9 & 13 2.) PMI (2017), Chapters 4, 5 3.) Week #7 - Articles/Videos (See Moodle page) Assignment: Discussion Forum #4: 5 points	8,	May 03
Week #8: May 02 – 08	Topics: <ul style="list-style-type: none"> • Agile Project Management Models • Problem Detection and Resolution in the Agile Projects • Continuous Improvement in Agile Project Management 	Readings: <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 7 & 15 2.) Week #8 - Articles/Videos (See Moodle page) Assignment: Discussion Forum #5: 5 points	5, 10, 11 Acquired Skill = #3, 4	May 10

Week #9: May 09 - 15	Topics: <ul style="list-style-type: none"> • Future Trends in Agile Project Management • Scaling Agile Projects • Agile Portfolio Management • Distributed Project Management in Agile 	Readings: <ol style="list-style-type: none"> 1.) Cobb (2023) Chap. 12 & 17 2.) PMI (2017), Chapter 5 4.) Review various videos RE: Preparing PowerPoint Video with Audio and Converting to MP-4 format. Assignment: Prepare Final Executive Presentation	1, 2, 13 Acquired Skill = #1, 2, 3	None
Week #10: May 16 - 21	Topics: Final Research Paper	Readings: Research for Final Presentation and Instructions for Final Executive Presentation Assignment: Prepare and Submit Executive Presentation (PowerPoint with Audio in MP4 Format): 30 Points – Due 11/18/25	1 – 13 Acquired Skill = #1, 2, 3, 4	May 19
		Potential Research Topics: <ol style="list-style-type: none"> 1. Challenges and Benefits of Implementing and Enhancing Stakeholder Engagement 2. Challenges and Benefits in Overcoming Cultural Resistance in Implementing Agile Project Management. 3. Challenges in Scaling Agile to Accommodate Large Projects 4. Applying the Tailoring Process to Selecting & Implementing a Project Management Approach. 5. Future Trends & Challenges in Agile Project Management 6. Obstacles and Benefits in Building Self-Organizing Agile Teams 7. Importance & Impact of Incremental Delivery of Value in Agile versus Waterfall. 8. Impact of the Myth of “Knowable” Project Requirements in Waterfall vs. Agile 9. Pros & Cons of Shifting to a “Disciplined Agile” Approach 10. Challenges and Benefits in Managing “Scope Creep” in Agile versus Waterfall 		

GRADING CRITERIA:

Since the assignments in this course contain written assessments, Dr. Stephenson expects each student to present his/her material with well-written, coherent, properly structured English appropriate for a high level, graduate course with reference citations included correctly. The thoughts and material presented should be original, well-developed, and relevant to the specific topic(s) of the assignment. An assignment that is too brief or sparse will typically **NOT** provide an adequate basis for assessing a student's knowledge and research effort

on that particular assignment topic. English grammar, spelling, word choice, and usage (APA 7th edition compliant) are a part of your grade. All written assignments will be submitted to an online assessment tool (Turnitin and/or Grammarly) to evaluate both your grammar score and a plagiarism score. NO more than 15% of your paper can be directly quoted from outside sources OR generated by an AI tool like ChatGPT. I run a plagiarism check and generative-AI check on each paper. Any assignment exceeding the 15% limit will be given a zero score. Be certain that all of the material that is drawn from a specific reference source is properly cited according to APA standards.

Grading for this course will be as follows:

Simulation Exercise	35%
Discussion Forums (5)	25%
Topic & Literature Review	10%
Final Executive Presentation	30%

Zoom Chat Sessions

During the semester, **Dr. Stephenson will be available for online Zoom sessions each Thursday evening from 7:45 to 8:15 p.m. Central Time.** These online Zoom sessions will be an opportunity for students to exchange ideas and ask questions. This time is provided as a resource to students in this course.

Participation is optional; but Dr. Stephenson does encourage each student to take advantage of this option for personal interaction with other classmates and the instructor. These Zoom sessions offer an opportunity to gain insight and clarification regarding Dr. Stephenson's expectations – and occasionally, hints that might improve a student's grade. Just sayin'!

Moodle Discussion Forums

Courses offered on Moodle are also provided with a Discussion Forum area. During this semester, Dr. Stephenson will post a weekly discussion topic question on the Moodle Discussion Forum. During the following week, students are expected to post their thoughts and responses regarding the posted topics. These postings will be graded (**25 points during the semester**); and they do provide an excellent tool for interaction and discussion regarding business-related topics of interest. Each discussion forum will require that a student posts a well-developed answer to the question(s) posed by Dr. Stephenson for that specific forum – AND a well thought out response to at least two other student's postings.

Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

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 university 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" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

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

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course 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 University 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.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

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.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google Gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal Gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

Students are responsible for reviewing the “Communication Guidelines” provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. 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. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

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.

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) or the library site (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 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

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

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:
 - o Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
 - o Citations Check: Analyzes your document for correct citation and referencing practices.
 - o 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!