

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

**RGS6036.01 Ethics For Decision Making**  
**Spring 2026**  
**Location: Garland**

**PROFESSOR INFORMATION:**

Name: Jerry Van Hamme  
Phone Number: Please use email: [JVVanhamme@Amberton.edu](mailto:JVVanhamme@Amberton.edu)  
Faculty Fax #: N/A  
Office Location: Garland  
Office Hours: Immediately before and after class  
Email Address: [JVVanhamme@Amberton.edu](mailto:JVVanhamme@Amberton.edu)

**COURSE INFORMATION:**

RGS6036.01 (ENTER SECTION) Ethics for Decision Making

Level: Graduate

Beginning Date of Session: Saturday, March 14, 2026

Ending Date of Session: Thursday May 21, 2026

The first class meeting is **Saturday, March 21, 2026, in Room #19, 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:**

None

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

Title: CHRISTIAN ETHICS: AN INTRODUCTORY READER  
Author: SAMUEL WELLS  
Publisher: WILEY-BLACKWELL  
Year Published: 2010  
Edition: 1  
ISBN: 13 978-1-4051-6887-8  
Price: Available at <http://amberton.ecampus.com>

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 an integrated approach to understanding ethical decision-making principles. The focus of this ethical decision-making course is on the roots of ethical concepts, the methodologies for making decisions, and the application of norms and logic to current ethical issues. Activities include exploring ethical theories, defining ethical variables that comprise one's beliefs, and defining the relationship between ethical beliefs and decision-making.

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

1. Exploring several ethical theories, including definitions of major terms.
2. Defining and discussing the variables that comprise the basis of one's ethical beliefs.
3. Illustrating the variables that comprise the basis of one's wants and needs relative to ethical issues.
4. Investigating the importance and influence of relationships to one's ethical decision-making.
5. Analyzing the various decision-making methodologies and the techniques normally used in the decision-making process.
6. Questioning the logical reasoning for rejecting or accepting selected theories as they relate to behavior and conduct.
7. Applying ethical theories to specific life experiences—social, business, personal—and logically defending one's own conclusions about using an ethical decision-making process.
8. Describing the importance of experience, perception, and intellect to identify and interpret ethical issues.
9. Critiquing the multidimensional nature of ethical decision making and the influences and complexities these variables have on the decision-making process.
10. Defining and discussing the influences of customs, social norms, law, and religion on a personalized interpretation of ethical issues.
11. Analyzing one's human emotion and self-discipline as they relate to ethical decision-making.
12. Questioning how behavior in non-ethical situations is sometimes controlled by, or influenced by, ethical perceptions.
13. Applying the methodology for perceptively discerning the ethical influences of others.
14. Analyzing and demonstrating ethical practices that address real-world issues in various contexts.
15. Exploring ethical decision-making principles.
16. Researching ethical scenarios and impacts utilizing artificial intelligence (AI).

### **ACQUIRED SKILLS:**

1. Identification and Interpretation of Ethical Issues
2. Ethical Decision-Making
3. Emotional Intelligence and Self-Discipline

### **COURSE POLICIES:**

Students are expected to complete all assigned readings and written assignments by the scheduled due date. Students are expected to come to class prepared to discuss the assigned reading materials.

**Students are expected to attend all lectures.**

### **GRADE PENALTY FOR ABSENCES:**

One (1) absence during the course will cause the final course grade to be dropped by one (1) full grade.

Two (2) absences will cause the final course grade to be dropped by two (2) grades.

Three (3) absences will cause the final course grade to be dropped by a total of three (3) grades.

Four (4) absences will result in a failing grade for the course.

**LATE PENALTY:** If a written assignment is not submitted or posted by the scheduled due date the student will be penalized one full grade for each week (or portion thereof) the assignment is late.

**ASSIGNMENTS:** Each successive assignment builds on the prior assignments, so it is expected that all assignments will be completed on time. Each written assignment should indicate the student's name, date, and title of the written assignment. The written assignment should not exceed the length limitations set forth by the instructor. The instructor will not read the material exceeding the length limitations applicable to the assignment and the assignment will be graded as if the excess content did not exist

Students are expected to make a clear distinction between the student's writing and that of a third party. Citations can be placed at the end of the cited sentence or section, in footnotes or in endnotes.

Students may eat and/or drink in the classroom so long as it is not disruptive to the class.

### ***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:**

### **1. QUIZ**

A total of five (5) online open-book, open-notes, open-video, true/false, multiple choice quizzes shall be given. The quizzes shall be given on Weeks 1, 3, 5, 7 and 9. Each quiz will cover the lecture videos and the assigned readings for that week.

### **2. CASE STUDIES**

One (1) Case Study shall be written and presented orally by each student during one of the live-lecture/ classroom sessions beginning Week 3. A written hard copy of the Case Study shall be submitted to the instructor at the time of the oral presentation. The written copy shall be no longer than 3 pages in length.

The due dates for the oral presentations are determined based on the first letter of the student’s last name. See table below:

STUDENT LAST NAME	DUE DATE FOR WRITTEN CASE STUDY AND IN-CLASS ORAL PRESENTATION
Students with last names beginning with the letters A-F	Week 4
Students with last names beginning with the letters G-L	Week 6
Students with last names beginning with the letters M-R	Week 8
Students with last names beginning with the letters S-Z	Week 10

The case study shall be based on a real-world ethical situation you have personally encountered and about which you, personally, had to make an ethical decision. The case study format must include the following elements:

- a. Title of the case
- b. Facts regarding the case
- c. A one-sentence statement of the ethical problem (If you cannot reduce the problem down to one sentence, you probably do not fully understand the problem, or it may not be an ethical problem at all. Generally, most problems can be reduced down to lying, cheating, or stealing, or some variation thereof.)
- d. Possible alternative responses and/or solutions to the ethical problem that were available to you
  - i. Describe each alternative response and/or solution fully
  - ii. Analyze each alternative response and/or solution giving the advantages/disadvantages; pros/cons of each
- e. Give your recommended alternative and the reasons for choosing it. This alternative may or may not have been the one you chose in the real world. If it was not, please explain why you would act differently today.

The case studies shall be based on a real-world ethical situation that you personally encountered. It must be about an ethical problem that you, personally, had to solve; not one that was solved, or should have been solved, by someone else. For example, do not discuss whether it is ethical for the NBA to draft players right out of high school unless you work for the NBA or were drafted by the NBA right out of high school. Do not discuss how you were treated unethically by others unless that unethical treatment forced you to make an ethical decision yourself. Do not discuss an ethical problem that should have been solved by your employer. The ethical problem must be one that you, personally, had to solve, not one that your employer, or anyone else, should have solved.

The purpose of the case study is for you to review a real ethical problem that you actually encountered and examine how you handled it. Therefore, please choose a case study that actually happened to you. Do not pick an ethical problem that does not apply to you. It is easy to solve other people's ethical problems, it is not so easy to solve your own. Therefore, do not choose a case study unless it required you to personally make an ethical decision. Do not, for example, describe an ethical problem in your workplace or in your profession and then recommend that your employer or the industry within which you work should correct the problem. It has to be a problem that forced *you* to make an ethical decision. The assignment is intended to give you the opportunity to review how you make ethical decisions, not to review how someone else makes ethical decisions.

### **3. OBSERVATIONS POSTED ONLINE, WEEKS 1, 3, 5, 7, & 9**

Moodle Observation/Response Forum: **Only on Weeks 1, 3, 5, 7, & 9:** Post one Observation on the Moodle Observation and Response Forum about anything from that week's textbook readings or online video lectures that you found interesting. Only post one (1) Observation each week. The observation may relate to anything from that week's textbook readings or lecture materials and should be no less than one paragraph in length. The observation must be posted no later than 11:59 p.m. (CENTRAL TIME) each Wednesday on Weeks 2, 4, 6, 8, & 10.

### **4. RESPOND TO ONE POSTED ONLINE OBSERVATION, WEEKS 1, 3, 5, 7, & 9**

**Only on Weeks 1, 3, 5, 7, & 9:** Respond to an Observation posted by any other student on the Moodle Observation and Response Forum

Each student shall post a response to an Observation posted by another student on the Moodle Observation/Response Forum. Only respond to one student's Observation, not to all the Observations posted that week. The response should be no less than one paragraph in length. Please post the response to an

observation in the same folder as the Observations. The response must be posted by 11:59 p.m. (CENTRAL TIME) each Saturday, except the last week, which is a short week. See the Course Outline and Calendar below.

## 5. LATE PENALTY

A late penalty of one grade shall be assessed for each week, or portion thereof, that any assignment or posting is late.

Week	Topic	Assignment	Competencies Covered	Due Date
WEEK 1 <b>NO CLASSROOM MEETING</b>	GENERAL ETHICS	<ol style="list-style-type: none"><li>1. NO CLASS</li><li>2. Read Wells, Chapter 5</li><li>3. Watch Lecture Videos</li><li>4. <b>OBSERVATION:</b> Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. <b>Wednesday</b></li><li>5. <b>RESPONSE TO OBSERVATION:</b> Respond to an Observation posted by any other student on the <u>Moodle Observation/ Response Forum</u> by 11:59 p.m. <b>Saturday</b></li><li>6. <b>QUIZ:</b> Submit completed Quiz by 11:59 p.m. on <b>Saturday</b></li></ol>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 2 <b>Attend lecture/classroom</b>	GENERAL ETHICS	<ol style="list-style-type: none"><li>1. Attend lecture/ classroom on Saturday</li><li>2. Read Wells, Chapter 5</li></ol>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 3 <b>NO CLASSROOM MEETING</b>	ECONOMICS AND ETHICS	<ol style="list-style-type: none"><li>1. NO CLASS</li><li>2. Read Wells, Chapter 9</li><li>3. Watch Lecture Videos</li><li>4. <b>OBSERVATION:</b> Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday</li></ol>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

		<p>5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any other student on the <u>Moodle Observation/ Response Forum</u> by 11:59 p.m. Saturday</p> <p>6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday</p>		
<b>WEEK 4</b> <b>Attend lecture/classroom</b>	<b>ECONOMICS AND ETHICS</b>	<p>1. Attend lecture/ classroom on Saturday</p> <p>2. Read Wells, Chapter 9</p> <p>3. Oral Presentation of Case Study for Students with last names beginning with the letters A-F AND submit written Case Study</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
<b>WEEK 5</b> <b>NO CLASSROOM MEETING</b>	<b>ECONOMICS AND ETHICS</b>	<p>1. NO CLASS</p> <p>2. Read Wells, Chapter 9</p> <p>3. Watch Lecture Videos</p> <p>4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday</p> <p>5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any other student on the <u>Moodle Observation/ Response Forum</u> by 11:59 p.m. Saturday</p> <p>6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
<b>WEEK 6</b> <b>Attend lecture/classroom</b>	<b>ENVIRONMENT AND ETHICS</b>	<p>1. Attend lecture/ classroom on Saturday</p> <p>2. Read Wells, Chapter 12</p> <p>3. Oral Presentation of Case Study for Students with last names beginning with the letters G-L</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

		AND submit written Case Study		
<b>WEEK 7 NO CLASSROOM MEETING</b>	<b>ENVIRONMENT AND ETHICS</b>	<p>1. NO CLASS</p> <p>2. Read Wells, Chapter 12</p> <p>3. Watch Lecture Videos</p> <p>4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday</p> <p>5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any other student on the <u>Moodle Observation/ Response Forum</u> by 11:59 p.m. Saturday</p> <p>6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
<b>WEEK 8 Attend lecture/classroom</b>	<b>GOVERNMENT AND ETHICS</b>	<p>1. Attend lecture/ classroom on Saturday</p> <p>2. Read Wells, Chapter 8</p> <p>3. Oral Presentation of Case Study for Students with last names beginning with the letters M-R</p> <p>AND submit written Case Study</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
<b>WEEK 9 NO CLASSROOM MEETING</b>	<b>GOVERNMENT AND ETHICS</b>	<p>1. NO CLASS</p> <p>2. Read Wells, Chapter 10</p> <p>3. Watch Lecture Videos</p> <p>4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday</p> <p>5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

		<p>other student on the <u>Moodle Observation/ Response Forum</u> by 11:59 p.m. Saturday</p> <p>6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday</p>		
WEEK 10 <b>Attend lecture/classroom</b>	CONCLUSION	<p>1. Attend lecture/ classroom on Saturday</p> <p>2. Read Wells, Chapter 10</p> <p>3. Oral Presentation of Case Study for Students with last names beginning with the letters S-Z AND submit written Case Study</p>	All	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

#### **GRADING CRITERIA**

Case Study	20%
Quizzes: 5 weeks at 10% each	50%
Class Participation	10%
Observations Posted on the Discussion Forum: 5 weeks at 2% each	10%
Response to Observations Posted on the Discussion Forum: 5 weeks at 2% each	10%
Total	100%

#### **GRADING CRITERIA:**

(Grading Scale – Provide the number and percent value of assignments, exams, papers, reports, group projects, etc. **along with** the appropriate University's grading scale below. Be DETAILED to give your students the most information possible prior to the start of the session.)

#### **Graduate**

92 – 100	A
82 – 91	B
72 – 81	C
62 – 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!