

Maxine Goodman Levin College of Urban Affairs, Cleveland State University
Fall, 2017
Managing Urban Diversity, UST 453/501, 3 Credits Hours

Web based primarily through BlackBoard Learn and Synchronous Learning Course

Instructor: Tameka L. Taylor, Ph.D., CDE, t.taylor1@csuohio.edu, 216-299-7335, advising by appointment (I know this can be a challenging class to take on-line, it can be successfully done and you learn a lot. If you get confused or have questions, please reach out to me so we can resolved any issues. I want you to be successful.)

Course Description: UST 453/501 Managing Urban Diversity

Study of diversity, including circumstances faced in urban settings that are exacerbated or affected by diversity factors; exploration of a range of social, political, and economic issues related to diversity.

Courses meeting the U.S. Diversity requirement must meet all of the following criteria:

1. Have a primary focus on the experience of human diversity in the United States among one or more of the following groups: Native-Americans, Hispanic-Americans, Asian-Americans, women, LGBTQ (Lesbian, Gay, Bisexual, Transgendered, and Questioning) persons, and persons with disabilities.
2. Explore the concept of diversity as a contemporary phenomenon (a historical approach is acceptable if it leads to an understanding of the contemporary situation).
3. Provide students with knowledge of how the respective discipline analyzes the experience of human diversity.

This is a **General Education (Gen Ed)** course with an emphasis in **Critical Thinking** and **Group Work**.

The course will address critical thinking in the following ways: 1) Requiring students to attain skills beyond lower-level knowledge, thereby requiring: a. higher-order thinking (analysis, synthesis, evaluation). 2) The recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).

The course will address group work in the following ways: 1) Provide deliberate instruction in the skills (e.g. team building, work distribution, planning, etc.) associated with group work. 2) Structured so students are evaluated based both on their overall group work and their individual contribution to the group. (See page 4 of this syllabus for Individual/Group).

Students With Special Needs - "Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively." Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Writing Assistance - If you need to focus your ideas, draft or revise papers or generally improve

your writing, the CSU Writing Center is available to assist you in Main Classroom 321. Students should use the American Psychological Association (APA) format for citations and reference pages. Please call 216-687-6981 to make an appointment or visit the website:
<http://www.csuohio.edu/writingcenter/>.

Plagiarism - Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at
<http://www.csuohio.edu/studentlife/conduct/acadegres.html>

Course Requirements

Text: Understanding and Managing Diversity, Carol P. Harvey and M. June Allard, **Sixth Edition**, Pearson, Prentice Hall Publisher, (2014).

Expectations: Grades are based on writing assignments (discussion board responses, individual papers, group papers) mid-term and final presentations. Students are expected to:

- Read all textbook chapters and other assigned readings *before* beginning the respective on-line sessions;
- Participate actively in discussion boards and responses, challenge one another and ask clarifying questions (**This is an on-line class, therefore you cannot be excel without posting regularly in the class and responding to your classmates postings**);
- Prepare and submit all written assignments. Late assignments will be accepted with penalty (see late policy on page 5);
- Post all discussion postings and responses to your classmates (Please post directly to the discussion board and **DO NOT attach it in a word document**) and written assignments through BlackBoard;
- Log on to the course site daily to check for changes and /or additional information.

All session discussions and other assignments are due by the date specified in the Syllabus Course Schedule.

Course Method: The course will be conducted on-line in CSU's BlackBoard. Students must log onto the class's BlackBoard site regularly – daily – to monitor any updates or changes in the class. Instructions for accessing BlackBoard are at the end of the syllabus. The class requires extensive use of the site. Information about using BlackBoard is available at:
<http://mycsu.csuohio.edu/elearning/>

The course structure in BlackBoard is defined in the content module of the BlackBoard course. Here, you will find information for each session. Each session consists of the following materials and information:

- Learning Objectives
- Readings
- PowerPoint Summary of the topic (including most with narration)
- Assignments:
 - Paper preparation assignments as an individual and with assigned group members. Submit directly from the content module for that session or under “assignments” in BlackBoard.

- Session discussions including a focus on diversity related current events. Submit directly from the content module for that session or under “discussions” in BlackBoard. Please post directly to the discussion board and **DO NOT attach it in a word document.**

Each session you will have some combination of a short answer assignment, paper preparation assignment, and discussion due. **You must login and participate in the BlackBoard class each session in order to be successful in this course including responding to your classmates.** Homework assignments and discussions are designed to cover the content covered in the text. Additionally, the discussions will focus on diversity related current events. Group paper preparation will be done with your assigned small group.

If you are unsure how to use the features in BlackBoard, please use the help button in BlackBoard or link to help and tutorials via the start here section.

Each session in the content module begins Sunday and are due by next Sunday by 11:00 p.m. BlackBoard will promptly close at 11:00 p.m. and will lock out your submission if not posted by 11:00 p.m. exactly. Assignments submitted at 11:01 p.m. will be considered late. There are a few exceptions to accommodate holidays, etc. The exact dates are listed in the syllabus. It is important to stay on track. It is easy to fall behind in an on-line class so don't let that happen to you.

The days we meet on-line in real time as a whole class will be conducted using Blackboard Collaborate. **Blackboard Collaborate** is an on-line collaboration platform providing web conferencing, mobile collaboration, instant messaging, and voice authoring. The link to the Blackboard Collaborate classroom login will be provided to you as an announcement in Blackboard and through an email to your CSU account.

Technology Management: Students are responsible for managing the technology required for the course, and need to factor this into their planning and organization for the course. For example:

1. Keep copies of your homework in case they don't download correctly; and
2. Email or call the instructor immediately if your computer crashes, you will have to find another way to ensure your participation in the course (i.e., using computers at CSU, local library, etc.).
3. Problems between the students and BlackBoard, unless officially notified, are their responsibility.

For those who have permission to do school work at your workplace and plan to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. In particular, workplace pop-blockers may block access.

Attendance: Each student is expected to fully participate in the on-line posts several times a session. Due to the nature of this class, we will have 4 classes meetings that we will use **Synchronous Learning** to participate as a group in real time to maximize your learning experience. There will be sessions you will have less independent work to balance out the times we are meeting in real time and you are expected to be in the class meeting the whole time.

Those dates are:

- Sunday, August 27 at 7 pm (introductions),
- Sunday, September 24 at 6:30 pm (activity),
- Sunday, November 5 at 6:30 pm (activity), and
- Sunday, December 10 at 6:30 pm (final).

Attendance and credit will be given for each of those days. Additionally, I will keep track of the number of posts by each student session. I understand that things come up so proper communication is your responsibility as the student. Points will be calculated as a part of your grade at the end of the semester based on your participating in the discussion postings, discussion responses, real time sessions and Pair Shares. Students are not eligible for an "A-" or above if you miss more than 25% of the discussion and response posts and/or 50% of the Real Time Sessions. If an absence is essential, the student is responsible for any assignments made or due during his/her absence. In the event of an emergency, please contact the instructor. The sessions will be recorded so you will be responsible for listening to them to know what you missed (as long as technology cooperates).

Class Participation: This class is highly interactive and your success will depend on active participation in discussion posting and responses, real time sessions, Pair Shares, group work and class presentations while meeting assignment requirements and deadlines.

1. This is an on-line course. There are no face-to-face class meetings. There are 4 times the class will meet virtually at the same time as listed. There will be times when you will be asked to break up into pairs with different students in the class to discuss topics. This pair sharing can be done on BlackBoard, telephone, Skype (whichever method works best for the 2 students involved). Pair Shares cannot be done using email.
2. Assigned reading is to be completed before the session begins. Be prepared to discuss and analyze reading while incorporating individual thoughts, opinions and personal experiences.
3. Additional readings and articles may be distributed throughout the term.

Homework, activities and written assignments: Homework and assignments are always **due by 11:00 pm on the following Sunday. FOR ALL ASSIGNMENTS, YOU ARE REQUIRED TO NAME THE HOMEWORK FILES WITH YOUR NAME** (Title with your name or group member names, Session of assignment, Assignment Name and Date; Ex: Tameka L. Taylor, Session #1, Individual Paper #1, September 1, 2017) as well on the document itself or points will be taken off for the assignment. **Make sure all names are on all assignments turned in.**

Assignment Guidelines: The syllabus is subject to change.

Readings: See above

Individual and Group work - this course requires both individual reading and writing homework, and out-of-class group discussion and group written homework. Group papers will be graded with all members receiving the same grade. Group members will have the opportunity to grade how well their group works together, as well as, each individual's contributions to the group's work. If someone doesn't contribute to the group paper the group can make a decision not to include their name on it but must inform them of the groups decision ahead of time.

Papers, Sources - written papers for an individual assignment should incorporate information from readings and research, and your personal perspective. Group papers may rely more heavily on objective information and less on personal reflection, although including a summary of the group's discussion on topics will add an element of personal perspective.

Papers, format – APA format, double-spaced and 12-point font (unless otherwise specified):

- Individual papers = 2-4 pages ; 5-6 pages (honors)
- Group papers = at least 4 pages
- Mid-term paper = 5-6 pages; 8-10 pages (honors)
- Final group paper = 12-14 pages
- Title with your name or group member names, Session of assignment, Assignment Number

and Date (Ex: Tameka L. Taylor, Session #1, Individual Paper #1, September 1, 2017)

Late Policy:

Late Papers are frowned upon. Students should have papers ready to turn in by 11:00 pm on the Sundays as indicated on the syllabus the day that it is due. However, understanding that things sometimes happen, I will accept papers late **with a penalty up to 48 hours of when the assignment was due, therefore, you have until Tuesday through Blackboard.** Any questions or concerns regarding this please feel free to talk to me.

University Deadlines

- For the current semester, the deadline for dropping a course is September 8, 2017.
- The last day to withdraw from the course is Friday, November 3, 2017.
- The final examination week is December 11-16, 2017 (the last week of class).

Grading:

Activity:	Points:	Notes:
Discussion/Participation/ Attendance	20 points	Expected during each week in the form of discussion board postings, activities, pair shares and in the classes when we meet virtually (real time)
Writing - Individual	20 points (5 points each x 4 papers) – undergraduates 20 points (4 points each x 5 papers) – honors	Graded based on content, critical thinking, grammar, spelling, APA format, etc.; Must be original work
Writing – Group	20 points (10 points each x 2 papers)	Graded based on content, critical thinking, grammar, spelling, APA format, etc.; Must be original work
Mid-Term Individual Paper	15 points	Graded based on content, critical thinking, grammar, spelling, APA format, etc.; Must be original work
Final Group Project & Group Evaluation	20 points (10 points for paper, 10 points for presentation)	Paper graded based on content, critical thinking, grammar, spelling, APA format, etc.; Must be original work Presentation graded for creativity and content
Individual overall participation in group work	5 points (contribution, cooperation, communication, collaboration, follow through etc.)	Individual contribution, cooperation, communication, collaboration, follow through etc. to group work
	100 points	

Note: All writing is graded on content, critical thinking, grammar, spelling, APA format, etc.

Extra Credit: Will be offered at various times throughout the semester.

- 1). Students are not eligible to earn an “A-” or above in the class without turning in a mid-term paper and/or participating in the paper portion of the Final Project.
- 2). Students are not eligible for an “A-” or above if you miss more than 25% of the discussion and responses of posts and/or 50% of the Real Time Session.

Student Grading

CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:

A: 94-100 A-: 90-93 B+: 87-89 B: 83-86 B-: 80-82

C+: 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)

C: 70-76 (for undergraduates, 70-79 for grad students)

D: 60-69 (there is no D for graduate students)

F: 59 and below for undergraduates, 69 and below for graduate students

Grades of "I" and "X"

- X – Effective Fall 2016, for undergraduate courses the grade of "X" can only be administratively assigned by the Office of the University Registrar to indicate a grade has not been assigned by an instructor. For undergraduate students who have stopped attending/participating without notification and have not completed all assignments for reasons that cannot be determined, instructors should assign the earned grade. Any grade of "X" will become a grade of "F" at 11:59 PM the day following the grading deadline.

Instructors of graduate courses continue to have the ability to assign the grade of "X" when appropriate and graduate level "X" grades follow the Incomplete Deadline as stated in the Academic Calendar.

- I - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all 3 of the following are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

Group Ground Rules: When discussing content in class and in homework groups, let's use some ground rules so that everyone can feel heard, respected and safe. There will be times that we will not all agree with one another.

- Speak for yourself, use "I" statements
- Participate
- Listen, listen, listen
- Become aware of judgments
- Be self-challenging and self-responsible
- Speak your thoughts and feelings
- Stay present, focus on learning
- Give each other respect & appreciation
- Agree to disagree at times
- Share the air
- Don't avoid discussing difficult or sensitive issues (Deal with them courageously without lapsing into superficial politeness)—Be honest
- Think through your responses before you type on the discussion board
- Once you post a message, it cannot be retrieved so make sure that the language you use is appropriate & respectful
- Honor confidentiality
- Have fun!

Class Schedule, Reading and Assignments:

Key to format:

Session #: Date of Class

Topics: To be covered **THIS** class

Assigned Readings: To be completed by **NEXT SESSION'S CLASS**

Homework: Due **by Sunday at 11:00 pm**

Paper to be titled: Title with your name or group member names, Session of assignment, Assignment Number and Date (Ex: Tameka L. Taylor, Session #1, Individual Paper #1, September 1, 2017)

Session 1 beginning August 27th

Topics: Introduction to Class
Introduction of Community Members
Syllabus Review
Ground Rules
Book Overview
Diversity in the News
Diversity Definitions
Real time session 8/27 at 7:00 pm

Assigned Readings: Preface, Introduction, Introduction to Section I, Chapters 1, 3, 4, 5
Homework: **Complete prior to beginning discussion board** I AM activity, page 25
Complete prior to beginning discussion board Uncovering Stereotypes Exercise, pages 21-23

Session 2 beginning September 3rd

Topics: Introduction to Section I
Diversity Today: Fact or Fiction?
Body Ritual Among the Nacirema
I AM Exercise
Increasing Multicultural Understanding: Uncovering Stereotypes
Overview of Group Members and Assignments
EEO Overview
Respect/Disrespect/Platinum Rule

Assigned Readings: Chapters 6, 7, 8, 9, 10, 54 (pages 399 - 405)
Homework: Prepare to discuss Questions, pages 17 - 19, 37, 44
Watch the video "The Miniature Earth" at www.miniature-earth.com
Individual Paper #1: Complete all instructions (1 - 4) Option A (college campus) OR Option B (workplace), pages 45 - 46

Session 3 beginning September 10th

Topics: Exploring Diversity in Your Organization
The Miniature Earth
The Emotional Connection of Distinguishing Differences in Conflict
Are You Privileged?
White Privilege and Male Privilege
The Pitney Bowes Case: A Legacy of Diversity Management
Final Project/Presentation

Assigned Readings: Introduction to Section II, Chapters 11, 12, 13

Homework: Prepare to discuss Questions, page 78
Video: Watch "A Tale of O" on YouTube
Individual Paper #2: Answer Questions, page 89 (#1-3) OR 93 (To be accessed from Library Electronic Reserve Code #2308)

Session 4 beginning September 17th

Topics: Introduction to Section II
Being an Only: A Field Assignment
Since We Elected an African American President Twice, Is Racism Still an Issue in American?
To Be Asian in America
Inventing Hispanics, A Diverse Minority Resists Being Labeled
Thriving in a Multicultural Classroom

Assigned Readings: Chapters 14, 15
Homework: Prepare to discuss Questions, page 94

Session 5 beginning September 24th

Topics: A World View of Cultural Diversity
Immigration Patterns: The Transition Process
The Cocoa-Cola Company: Then and Now
Real time session 9/24 at 6:30 pm

Assigned Readings: Introduction to Section III, Chapters 18, 19, 20, 22
Homework: Prepare to discuss pages 154-155
Individual Paper #3: See Instructions on Privilege and Power Paper on page 10 of this syllabus

Session 6 beginning October 1st

Topics: Introduction to Section III
Exploring the Gender Gap: What are the Issues?
When Women Do Lead: Gender Bias 2013 Style
Is this Sexual Harassment?
The Paradox of Male Privilege

Assigned Readings: Chapters 30, 39
Homework: Prepare to discuss all chapter discussion questions

Session 7 beginning October 8th

Topics: How Canada Promotes Workplace Diversity
Understanding Intercultural Communication in Today's Global Environment

Homework: **Prepare Mid-term Paper**

Session 8 beginning October 15th

Topics: **Mid-term Paper (Assigned from selected Topics)**

Assigned Readings: Introduction to Section IV, Chapters 27, 28, 33, 35
Homework: Be prepared to answer on discussion board pages 192-193
Email Instructor to get cleared Organization for Final Presentation (if not done by now)

Session 9 beginning October 22nd

Topics: Introduction to Section IV

Does Social Class Make a Difference?
Social Class: The Fiction of American Meritocracy
Military Veterans
Appearance and Weight Inclusion Issues in the Workplace

Assigned Readings: Chapters 23, 24, 29
Homework: **Group Paper #1: Research, compare and contrast 6 different religions (Could include beliefs, attitudes, and behaviors of people following that religion).**

Session 10 beginning October 29th

Topics: Religion in the US Work
Musical Chairs
Professor on Wheels: A Case of Disability and Diversity

Assigned Readings: Chapters 21, 25, 26

Session 11 beginning November 5th

Topics: Sorting Through Lesbian, Gay, Bisexual, and Transgender Issues in the American Workplace
The Cracker Barrel Restaurants
Cracker Barrel Old Country Stores: Postscript
Real time session 11/5 at 6:30 pm

Assigned Readings: Chapters 16, 17, Introduction to Section V, Chapters 34, 37, 38
Homework: Be prepared to answer on discussion board Questions 1-2 on page 273 for Case Studies on pages 274-280
Complete Exercise in Chapter 34
Be prepared to answer on discussion board Questions 1 – 4 on page 117

Session 12 beginning November 12th

Topics: Generational Diversity in the Workplace
How Old Should You Be to Drive a Bus? Exploring Agism
Introduction to Section V
The Ethics of Workplace Diversity
Ethics and Diversity: Legal Applications in the Workplace
Choosing a Board

Assigned Readings: Introduction to Section VI, Chapters 45, 46, 47, 48
Homework: Prepare to answer all Discussion Questions
Group Paper #2: Answer on discussion board Questions 2-5 on page 336
Individual Additional Honor Contract Student Paper

Session 13 beginning November 19th (Thanksgiving) Enjoy this time with your family and friends

Session 14 beginning November 26th

Topics: Introduction to Section VI
What Do Organizations Do to Manage Diversity? Examining Corporate Leadership, Training, Mentoring, Employee Resource Groups, and Social Responsibility Programs
Work-Life Balance Issues: Changing When and How the Work Gets Done
The Six Sigma Case: Promotion at the Western Company
Diversity and Inclusion Awards: A Critical Examination

Assigned Readings: Chapter 49, 50, 51

Homework: Prepare to answer all Discussion Questions

Individual Paper #4: Immersion Paper Due by next Session (see instructions on page 11)

Session 15 beginning December 3rd

Topics: One Workplace Bully is One Too Many: The Four Faces of Bullying
A Case of Harassment, Discrimination, or Bullying? You Describe...
The Path to Inclusion: The Business Case for Diversity at Ocean Spray
Advocacy and Change
Now What?

Assigned Reading: Chapter 54 (review)

Homework: **Group Project: Prepare Group Papers and Presentations**

Session 16 on December 10th

Topic: **Group Presentations and Papers** (On Approved Organization-Must be Approved by Session 9 of class), **No Final Exam; Individual Group Evaluation Paper** - Separate from the group paper, every group member must turn in a 2-3 page paper evaluating your entire group experience based on the Writing Assignment on page 405 (this will only be seen by the professor); Additionally in this paper you will evaluate each of your group members by name on their follow through, communication, collaboration, cooperation, and contributions.

Real time session 12/10 at 6:30 pm

Privilege and Power Paper (Due October 1st)

A 2-3 page paper on understanding privilege and power, and how that relates to yourself. Use your response to Chapter 7 as the foundation of this paper, but feel free to use additional readings to reflect on this. While the chapter primarily focuses on White and Male privilege, I want you to think about your own privilege from a broader diversity perspective (select 1 or 2 dimensions to focus on under sections a **and** b). Use the questions below to assist with your reflection.

- I. Read Chapter 7 from the text.
- II. Write a paper which addresses some of the following:
 - a. How have the privileges of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life easier for you?
 - i. in your education
 - ii. in your work life
 - iii. in your relationships/friendships
 - iv. in your social environment/leisure activities
 - v. in your economic situation
 - b. How have the restrictions of your gender, ethnicity, religion, age, ability, socioeconomic status, sexual orientation, etc. made life more difficult for you?
 - i. in your education
 - ii. in your work life
 - iii. in your relationships/friendships
 - iv. in your social environment/leisure activities
 - v. in your economic situation
 - c. Identify your feelings and thoughts about these privileges and/or restrictions.

- d. What do you see as your social responsibility; to individuals you come into contact with, regarding your privilege? How can you impact social change?

Immersion Experience Paper (Due by December 3rd)

- During this semester you must attend an event/program/place that isn't where you would normally go or do that you are not a member of that group
- 2 page reflection paper (explain your experience; how you felt about it)
- Can be turned in anytime during the semester, but no later than December 3rd
- Examples of Immersion Experiences (check with me about other opportunities)
 - Attend religious service of another faith tradition (not just a different domination)
 - Wedding or funeral of another faith tradition
 - Attend a gay bar
 - Event/program at the LGBT Center
 - Safe Zone Training
 - Meeting/event on campus for a Cultural or Religious Student Organization that you don't belong to already
 - Ethnic or Religious Festival
 - Attend Dancing Wheels Performance
 - Volunteer at a Diversity Related Experience (get approval from me)
 - Restaurant (not first choice but something with the authentic experience, get approval from me)

Honors Contract Additional Individual Paper (Due by November 26th)

- This additional paper is for Honor Contract Students only
- Select a diversity topic that you are either passionate about or interested in learning more about
- You are to use the same guidelines that you use as a Honors Contract for your other Individual Papers for the class
- Can be turned in anytime during the semester but no later than November 26th

Technical Requirements

You are responsible for managing your technology for this class.

This course requires the use of BlackBoard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

1. TECHNICAL REQUIREMENTS

Review "technical requirements" and "getting started with BlackBoard" from the Center for eLearning website. <http://mycsu.csuohio.edu/elearning/students/index.html>. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don't have Adobe Reader, download it for free from <http://www.adobe.com/products/acrobat/readstep2.html>.
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the BlackBoard site. In addition, assignments submitted as attachments should be in Word format. If you have other programs that will open these files, you may use those as long as you are able to work with them. If you are submitting assignments in something other than Word, save them as .txt files or MS Office compatible files. **Do**

not send files saved as Microsoft Works files. You may use this program if you are able to “save as” .doc or .txt.

A few options exist if you don't have the MS Office software:

- As a student, you can buy it at a reduced rate from the CSU bookstore – a bargain in terms of Microsoft stuff.
- Out of cash? Try downloading Open Office for free. This is an open-source office suite. It will open and read files from MS Office. You can also create files and save them in MS Office format. The interface is very similar to MS Office. <http://www.openoffice.org/>

2. COURSE ACCESS – THIS COURSE IS BEING TAUGHT ON BLACKBOARD LEARN (NOT BLACKBOARD CE)

Once you are registered for the course via CampusNet, the course will automatically be loaded into your BlackBoard account. Course content is typically made available to students one week prior to the beginning of the semester.

- **To access BlackBoard, point your web browser to** <http://www.csuohio.edu/elearning/blackboard/bbindex.html>
Choose “BlackBoard Learn” from the directory to go to the login page.

Login using your CSU ID and password.

3. BROWSER CHECK

Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using the technical requirements from the start here folder.

4. STUDENT TUTORIALS

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the BlackBoard OnDemand Center at <http://ondemand.blackboard.com/>. This link is also provided from your BlackBoard page.

5. ADD YOUR PHOTO AND PERSONAL INFORMATION

You can edit your profile in the current version of BlackBoard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See http://ondemand.blackboard.com/r91/movies/bb91_myblackboard_profiles.htm.

6. NEED HELP?

Note: If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

Cleveland State University now has live technical help for BlackBoard CE available 24/7!

Students and faculty can get help around the clock by via email, chat or phone. To access, see <https://bblearn.csuohio.edu/MACAuth/LoginServlet>

Forget your password? Contact the CSU Call Center via phone (216-687-5050). Call Center hours vary during the academic year.