



**AG 447 Marketing of Agriculture Products  
Online Adjunct Instructor Handbook  
16-week or 8-week Online Course**

This Course Handbook is for Online Adjunct Faculty teaching using the AG 447 Master Template Course Created Fall 2015 and Newly Revised Spring 2019.

This Handbook was created by the Content Specialist for AG 447 and Online Adjunct Faculty are to follow any specific instruction in the Handbook when teaching the course.

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## Department and Staff Introductions

### Content Specialist and Department Chair

#### Content Specialist – Department of Agriculture



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In Dennis's role as Online Instructional Coordinator, he works on hiring online adjunct faculty to teach for Southeast Missouri State University; he also works with online adjunct orientation and training as well. Dennis loves having the ability to improve education for students. He earned his B.S. in Agribusiness – Animal Science here at Southeast Missouri State University in 2013, and recently earned a M.S. in Agricultural Education and a Graduate Certificate in Agricultural Leadership. Dennis has instructed the following courses: World's Food and Society, Agricultural Sales, Marketing of Agricultural Products, and Introduction to Animal Science.

#### Department Chair – Department of Agriculture



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Dr. Julie Weathers earned her B.S., at Texas Tech University in 2006 in the field of Animal Science with Honors. She then went on to earn a M.S. in Animal Science – Reproductive Physiology, in 2008 from Texas Tech, and then in 2010 earned a Ph.D. from Texas Tech University in Animal Science – Reproductive Physiology. Dr. Weathers became the department chair for the Department of Agriculture in 2017.

## Staff

### Director of Southeast Online



Chelsea Caile  
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Chelsea has worked at Southeast Online for 7 years, working in roles that support faculty in online course design and implementation, academic advising, and online program administration. In her current role as Director for Southeast Online Programs, she supervises the online operations of recruitment and marketing efforts, student support, and program growth and development. Her favorite thing about working at Southeast Online is helping students complete an education in a convenient way. Chelsea has completed a Bachelor of Science in Economics and a Master of Public Administration degree.

### Online Instructional Coordinator



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### Instructional Designer – CSTL



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I build and repair, but instead of physical materials I work in ideas, in communities, in collaborations, in the abstract. I believe in accidental learning. Technology is not the way of the future of education, but it is a way of the future. People teach people, not systems or formulas or machines or pedagogies. We learn from each other, and sometimes tools get involved.

# Master Template Courses

## What is a Master Template Course?

Master Template Courses are courses that have been created through the Master Template Studio (MTS) Program at Southeast. These master template courses are deemed “high need” courses. These “high need” courses are online courses that typically fill more than one section in any given semester. To help grow course offerings for these courses, Southeast Missouri State University developed the MTS Program to take these courses and create essentially a master for them that online adjunct faculty could use to teach these high need courses.

For example, the AG 447 course you will be instructing is a MTS course that a content specialist has designed and prebuilt into the Universities Learning Management System (LMS), Moodle. This means the AG 447 master template course can be shared with a wide variety of faculty (adjunct, graduate assistants, RNTT, and tenured faculty).

## Benefits of MTC's

- Course consistency from instructor to instructor within an academic department
- Ability to offer more sections of high need courses
- Adjuncts, graduate assistants, and full-time faculty teaching using master template courses do not have to develop their own course content
- Master template courses are reviewed at least every five semesters to ensure continuous quality improvement (CQI)
- Master template courses were developed over a multi-week process that incorporated online training, face-to-face workshops, and a peer review
- Master template courses are designed in a way that they provide a structure, but still allow teaching instructor to step in and make their own presence in the master template course
- Great first course for someone to teach online who has little online teaching experience

## How Does Teaching an MTC Affect You?

There are certain rules and procedures that you must follow when teaching a master template course.

It is important that you **only edit content in the course that is allowed**. It is incredibly important that you follow the customization guidelines dictated in this course handbook.

If you have any questions about what or what not to change in your master course template please e-mail the Content Specialist and the Online Instructional Coordinator to make sure that you can change what you are wanting to change.

## **AG 447 Syllabus and Course Schedule**

### **Where Can I Find an Editable File of The Syllabus and Course Schedule?**

A Word Document of the AG 447 Syllabus can be found right below the introduction on the Moodle Course page of the AG 447 master template course. It is titled “AG 447 Syllabus and Schedule”.

As the teaching instructor you will need to use the Word Document version to make the needed changes for the course and then save it and re-upload it as a PDF. Do not have the Word Document version accessible to the students.

### **What You Must Change on the Syllabus and Course Schedule:**

- Semester and Year
- Instructor Name and Contact Information
- Virtual Office Hours
- Dates on the Course Schedule (Do NOT Change Order, or Chapter Readings)

### **What You Can Change on the Syllabus and Course Schedule but Don't Have To:**

- Objectives
- Time on Task
- Makeup Work and Late Assignment Policy
- Extra Credit (Can decide if you want to offer extra credit and choose what that looks like)
- Grading Scale
- Assignments: Write Up's, and In Class Activities

### **What You Cannot Change on the Syllabus and Course Schedule:**

- Course Description
- Notes
- Teaching Format
- Concerns
- Course Textbooks/Required Reading
- Attendance
- Academic Honesty
- Classroom Civility
- Mandatory Reporting
- Accessibility
- Student Success
- Technology
- Evaluations
- Course Learning Outcomes (CLO's)
- Methods of Assessing Objectives and Learning Outcomes
- Assignments: Test, Midterm Project, Final Project, and Weekly Quiz
- Grading Total (Total Course Points)

# AG 447 Course Module Road Map

## Module 1 – Welcome to Marketing

Objectives for Module 1:

- Explain what marketing is, the marketing mix, what can be marketed, and the value of marketing
- Explain the evolution of the marketing concept
- Understand value from the perspectives of customers, producers, and society
- Explain the basics of market planning

Thought Provoker for Module 1:

- Teaching instructor needs to create either a written or media thought provoker for Module 1

Learning Content and Activities for Module 1:

- Lecture – Pearson Chapter 1
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 1 Quiz

Student Learning Assessments for Module 1:

- Module 1 Forum
- Quiz 1
- Midterm Test
- Midterm Project
- Write Up #1

## **Module 2 – Global, Ethical, and Sustainable Marketing**

### Objectives for Module 2:

- Understand the big picture of international marketing and the decisions firms must make when they consider globalization
- Explain how international organizations such as the World Trade Organization (WTO), economic communities, and individual country regulations facilitate and limit a firm's opportunities for globalization
- Understand how factors in a firm's external business environment influence marketing strategies and outcomes in both domestic and global markets
- Explain some of the strategies and tactics that a firm can use to enter global markets
- Understand the importance of ethical marketing practices
- Explain the role of sustainability in marketing planning

### Thought Provoker for Module 2:

- Teaching instructor needs to create either a written or media thought provoker for Module 2

### Learning Content and Activities for Module 2:

- Lecture – Pearson Chapter 2
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 2 Quiz

### Student Learning Assessments for Module 2:

- Module 2 Forum
- Quiz 2
- Midterm Test
- Midterm Project
- Write Up #1

## **Module 3 – Strategic Market Planning and Marketing Plans**

Objectives for Module 3:

- Explain business planning and its three levels
- Describe the steps in strategic planning
- Describe the steps in market planning

Thought Provoker for Module 3:

- Teaching instructor needs to create either a written or media thought provoker for Module 3

Learning Content and Activities for Module 3:

- Lecture – Pearson Chapter 3
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 3 Quiz

Student Learning Assessments for Module 3:

- Module 3 Forum
- Quiz 3
- Midterm Test
- Midterm Project
- Write Up #1

## **Module 4 – Strategic Market Planning and Marketing Plans**

Objectives for Module 4:

- Explain the role of a marketing information system and a marketing decision support system in marketing decision making
- Understand the concept of customer insights and the role it plays in making good marketing decisions
- List and explain the steps and key elements of the market research process
- Explain how marketers increase long-term success and profits by practicing customer relationship management
- Understand Big Data, data mining, and how marketers can put these techniques to good use
- Describe what marketing analytics include and how organizations can leverage both marketing analytics and predictive analytics to improve marketing performance
- Identify how organizations can use marketing metrics to measure performance and achieve marketing control

Thought Provoker for Module 4:

- Teaching instructor needs to create either a written or media thought provoker for Module 4

Learning Content and Activities for Module 4:

- Lecture – Pearson Chapters 4 & 5
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 4 Quiz

Student Learning Assessments for Module 4:

- Module 4 Forum
- Quiz 4
- Midterm Test
- Midterm Project
- Write Up #2

## **Module 5 – Understanding Consumer and Business Markets**

Objectives for Module 5:

- Define consumer behavior, and explain the purchase decisions-making process
- Explain how internal factors influence consumers' decision-making processes
- Show how situational factors and consumers' relationships with other people influence consumer behavior
- Understand the characteristics of business-to-business markets and business-to-business market demand and how marketers classify business-to-business customers
- Identify and describe the different business buying situations and the business buying decision process including the use of e-commerce and social media

Thought Provoker for Module 5:

- Teaching instructor needs to create either a written or media thought provoker for Module 5

Learning Content and Activities for Module 5:

- Lecture – Pearson Chapter 6
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 5 Quiz

Student Learning Assessments for Module 5:

- Module 5 Forum
- Quiz 5
- Midterm Test
- Midterm Project
- Write Up #2

## **Module 6 – Segmentation, Target Marketing, and Positioning**

Objectives for Module 6:

- Identify the steps in the target marketing process
- Understand the need for market segmentation and the approaches available to do it
- Explain how marketers evaluate segments and choose a targeting strategy
- Recognize how marketers develop and implement a positioning strategy

Thought Provoker for Module 6:

- Teaching instructor needs to create either a written or media thought provoker for Module 6

Learning Content and Activities for Module 6:

- Lecture – Pearson Chapter 7
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 6 Quiz

Student Learning Assessments for Module 6:

- Module 6 Forum
- Quiz 6
- Midterm Test
- Midterm Project
- Write Up #2

## **Module 7 – Innovation, Development, Strategy, and Branding**

### Objectives for Module 7:

- Explain how value is derived through different product layers
- Describe how marketers classify products
- Understand the importance and types of product innovation
- Show how firms develop new products
- Explain the process of product adoption and the diffusion of innovations
- Discuss the different product objectives and strategies a firm may choose
- Understand how firms manage products throughout the product life cycle
- Explain how branding and packaging strategies contribute to product identity
- Describe how marketers structure organizations for new and existing product management

### Thought Provoker for Module 7:

- Teaching instructor needs to create either a written or media thought provoker for Module 7

### Learning Content and Activities for Module 7:

- Lecture – Pearson Chapters 8 & 9
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 7 Quiz

### Student Learning Assessments for Module 7:

- Module 7 Forum
- Quiz 7
- Midterm Test
- Midterm Project

## **Module 8 – Marketing Math**

Objectives for Module 8:

- Explain the importance of pricing and how marketers set objectives for their pricing strategies
- Describe how marketers use costs, demand, revenue, and the pricing environment to make pricing decisions
- Understand key pricing strategies and tactics
- Understand the opportunities for internet pricing strategies
- Describe the psychological, legal, and ethical aspects of pricing

Thought Provoker for Module 8:

- Teaching instructor needs to create either a written or media thought provoker for Module 8

Learning Content and Activities for Module 8:

- Lecture – Pearson Chapter 10
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Midterm Project Due
- Midterm Test Due

Student Learning Assessments for Module 8:

- Midterm Test
- Midterm Project

## Module 9 – Promotion

Objectives for Module 9:

- Understand the communication process and the traditional promotion mix
- Describe the steps in traditional and multichannel promotion planning
- Tell what advertising is, describe the major types of advertising, discuss some of the major criticisms of advertising, and describe the process of developing an advertising campaign and how marketers evaluate advertising
- Explain what sales promotion is and describe the different types of consumers and B2B sales promotion activities

Thought Provoker for Module 9:

- Teaching instructor needs to create either a written or media thought provoker for Module 9

Learning Content and Activities for Module 9:

- Lecture – Pearson Chapters 13 & 14
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 9 Quiz

Student Learning Assessments for Module 9:

- Module 9 Forum
- Quiz 9
- Final Test
- Final Project
- Write Up #3

## **Module 10 – Intro to Grain Marketing & Contract a Fair Trade**

Objectives for Module 10:

- Understand the basics of grain marketing
- Describe the concept of fair trade
- Describe market volatility
- Understand how mix & blend can be used in a grain marketing strategy
- Define and give example of arbitrage
- Describe the grain supply chain
- Define the difference between a bull and a bear market

Thought Provoker for Module 10:

- Teaching instructor needs to create either a written or media thought provoker for Module 10

Learning Content and Activities for Module 10:

- Lecture – Kub Chapters 1 & 2
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 10 Quiz

Student Learning Assessments for Module 10:

- Module 10 Forum
- Quiz 10
- Final Test
- Final Project
- Write Up #3

## Module 11 – Forward Grain Contracts

Objectives for Module 11:

- Understand the importance of forward grain contracts
- Define a short in a market
- Describe how forward contracting can be used by producers to protect their cash flow/bottom line

Thought Provoker for Module 11:

- Teaching instructor needs to create either a written or media thought provoker for Module 11

Learning Content and Activities for Module 11:

- Lecture – Kub Chapter 3
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 11 Quiz

Student Learning Assessments for Module 11:

- Module 11 Forum
- Quiz 11
- Final Test
- Final Project
- Write Up #3

## Module 12 – Futures Contracts

Objectives for Module 12:

- Describe the pitfalls of cash contracts
- Explain how to turn futures into real grain deliveries
- Explain the design of a futures contract
- Describe how a producer would use a futures contract

Thought Provoker for Module 12:

- Teaching instructor needs to create either a written or media thought provoker for Module 12

Learning Content and Activities for Module 12:

- Lecture – Kub Chapter 4
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 12 Quiz

Student Learning Assessments for Module 12:

- Module 12 Forum
- Quiz 12
- Final Test
- Final Project
- Write Up #3

## Module 13 – Basis Contracts

Objectives for Module 13:

- Calculate basis for corn, beans, wheat, and milo
- Understand and describe the different components of the basis formula
- Describe the benefits of a basis contract to producers
- Explain why basis levels are predictable

Thought Provoker for Module 13:

- Teaching instructor needs to create either a written or media thought provoker for Module 13

Learning Content and Activities for Module 13:

- Lecture – Kub Chapter 4
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 13 Quiz

Student Learning Assessments for Module 13:

- Module 13 Forum
- Quiz 13
- Final Test
- Final Project
- Write Up #4

## Module 14 – Other Derivatives

Objectives for Module 14:

- Describe different futures strategies producers could use to market their grain
- Explain different merchandiser strategies
- Describe what a put and call option is
- Explain when to use a put and call option

Thought Provoker for Module 14:

- Teaching instructor needs to create either a written or media thought provoker for Module 14

Learning Content and Activities for Module 14:

- Lecture – Kub Chapter 5
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 14 Quiz

Student Learning Assessments for Module 14:

- Module 14 Forum
- Quiz 14
- Final Test
- Final Project
- Write Up #4

## **Module 15 – Grain Marketing Wrap Up**

Objectives for Module 15:

- Explain the impact that weather and USDA reports can have on the commodity market (futures)
- Describe organic farming marketing strategies and benefits
- Identify the different types of small grains and their contract symbols
- Explain the benefit of specialty crops in a marketing plan

Thought Provoker for Module 15:

- Teaching instructor needs to create either a written or media thought provoker for Module 15

Learning Content and Activities for Module 15:

- Lecture – Kub Chapter 6
  - Teaching instructor can use the preloaded PowerPoints and voice them over or create any other type of accessible media
- Forum
  - Instructor teaching the course will need to create their own prompt for the forum. Use the provided Forum Grading Rubric on the Course Moodle Page to grade forum. Make sure students have access to a PDF version of the Forum Grading Rubric.
- Quiz
  - Quiz is preloaded and automatically graded by Moodle. Do not alter Module 15 Quiz

Student Learning Assessments for Module 15:

- Module 15 Forum
- Quiz 15
- Final Test
- Final Project

# Assignments and Activities

## Required Assignments and Activities

There are certain assignments that are required of students in AG 447.

Below, you will find a list of the required assignments. There are already directions, rubrics, and drop boxes/test written for these assignments/activities in the LMS.

You can review these required assignments/activities by accessing them through the course page. Refer to the “Test Keys” section to locate the test keys for the mid-term and final test. You will not be required to grade every question on the test; only questions that the LMS cannot automatically grade.

- Mid-term Project (100 points)
- Mid-term Test (50 points)
- Final Project (100 points)
- Final Test (50 points)

## Required Assignments and Activities with Optional Customization

All Forums and Write Ups for the AG 447 course are required of the students. However, teaching faculty can create their own Forum and Write Up prompts.

Be sure to use a rubric when grading Forums and Write Ups.

## Optional Assignments and Activities

You will have the ability to create your own assignments and activities in the form of extra credit.

You do not have to offer extra credit to students, but if you want to you can. You are free to offer and create whatever extra credit activities you see fit. Just remember it is not wise to offer so much extra credit that students do not have to do their required work and still pass the course with a respectable grade.

# Test Keys

## Midterm Test Key

Question #3 –Even if you are not planning to pursue a sales career you can still take the content from this course and make it applicable for your future career. So, for this question you will need to explain how you would use the Six-Step Selling process in your future career plans after college; whether or not you plan to go into sales.

Answer for Question #3 – To receive full credit for answering this question, students will need to explain how they would use the Six-Step Selling process in their future careers. Some may be going into sales but some might be becoming a teacher. They must be able to tie the Six-Step Selling process to whatever career they choose.

Question #10 – SMART goals was the major focus of Module 2...for this question you need to create a SMART goal related to sales. You must explain how your goal is SMART.

Answer for Question #10 – To receive full credit for answering this question, students will need to first come up with a goal that is sales related. For example: to increase sales, prospect new customer, and so on. Then the students will need to break the goal down and explain how it is a SMART goal. They must explain each component and how it is a SMART goal.

## Final Test Key

Question #2 – Describe why as a salesperson you would want to sell to early adopters.

Answer for Question #2 – To receive full credit, students must mention that in the early adopter category of adopters there are the most change agents. They should explain that marketing/selling to change agents can help them diffuse the product/idea/service they are selling.

Question #7 – Explain how you would handle the following situation: You have a customer that has purchased a marketing service through your company and they are formally presenting a complaint to you and your manager because they feel the service did not net them the guaranteed revenue that they were anticipating.

Answer for Question #7 – Students must explain how they would handle this customer's complaint as well as address how they would resolve the issue. This is an opinion question.

## **Expected Course Communication**

### **Response to Student Emails**

Students main mode of communication with you will be via email. Because of this, you are expected to reply to all student emails within a 24-48-hour window; it is unacceptable to not reply to a student's email.

### **Phone Calls/Video Conferencing**

Although not required, you can set up "office hours" for taking phone calls from students over questions they might be having in the course.

If you need to have a video conference with a student or group of students there are conference tools through the LMS that can help you achieve that.

### **Feedback**

Feedback is incredibly important to students and the learning process. Feedback can be as simple as receiving a timely grade on an assignment, or can be extensive feedback on a forum.

As an instructor you are free to offer whatever appropriate feedback you want to students on their course work. You are not required to have written feedback on every assignment or course activity for every student in the course; however, if you want to provide written feedback intermittently to students in the course you can do so. By providing feedback in this manner you can build your presence as the instructor in the course, but not overwhelm yourself with trying to reply to every student on every piece of work they do.