

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>3-28-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Jewish Studies College Arts and Letters (To obtain a course number, contact erudolph@fau.edu)		
Prefix JST Number 2452	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Global Jewish Communities
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; Syllabus Checklist recommended; see Guidelines) This course surveys the global Jewish world from the 19th Century to the present, including diverse Jewish experiences in Europe before the Holocaust and now in the State of Israel and in the United States. It also looks at past and present Jewish connections to Arabic-speaking lands and to Islam. Drawing on examples from different nations, the course explores timely themes including gender roles and the quest for social and racial justice. This course fulfills the Foundations of Global Citizenship requirement in the Intellectual Foundations Program (IFP)	
Effective Date (TERM & YEAR) Spring 2023		Prerequisites, with minimum grade* none	Corequisites none
		Registration Controls (Major, College, Level)	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="radio"/> Yes <input checked="" type="radio"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement (Select One Option) Global Citizenship General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course Masters in Jewish Studies			
Faculty Contact/Email/Phone klindbec@fau.edu		List/Attach comments from departments affected by new course	
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date <u>4/19/2021</u> _____ 3/16/22 _____ 3-23-2022 _____ 3-28-22 _____ 3-28-22 _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Spring Term 2023
Global Jewish Communities
JST 2452, CRN #??
3 Credit Hours

Wednesday and Friday 12:30-1:50, Room ???

Dr. Kris Lindbeck

Office hours: Tuesday & Thursday 2:00-4:30; Wed. 3:30-4:30 in person and on Webex
 —see our Canvas home page for instructions— or by appointment

Telephone 561-297-0134; outside of office hours, please email first

Email via Canvas—or second choice, klindbec@fau.edu

Catalog Description: Global Jewish Communities, 3 credits

This course surveys the global Jewish world, including diverse Jewish experiences in Europe before the Holocaust and now, in the State of Israel and the United States. It also looks at past and present Jewish connections to Arabic-speaking lands and to Islam. Drawing on examples from different nations, the course explores timely themes, including gender roles and the quest for social and racial justice. This course fulfills the Foundations of Global Citizenship requirement in the Intellectual Foundations Program (IFP).

Fulfills the Foundations of Global Citizenship requirement
 in the Intellectual Foundations Program.

Students completing the Global Citizenship requirement will be able to describe the:

- ❖ origins and consequences of different individual, cultural, and national identities.
- ❖ economic, political, environmental, and/or social processes that influence human events across place and time.
- ❖ causes and consequences of interaction between and among cultures, societies and nations.

In the case of this course, that means the course will provide:

- ❖ A global view of the Jewish world, from Western Europe to North Africa, Eastern Europe to Argentina, Israel to the U.S.A.
- ❖ Vivid examples of how Jewish religious practice has changed in recent history, and how self-understood Jewish identity differs with region and with personal and community identification.
- ❖ A good sense of how national and international political and social changes, good and bad—from the liberalizing of nineteenth century Germany, to the Dirty War (state terrorism) in Argentina and its aftermath, to the Black Lives Matter movement today—have influenced Jewish individuals and societies.

Course Objectives: At the completion of this course, students will:

- ❖ Understand different ways in which Jewish people practice their faith—or do not practice it, while remaining strongly Jewish in identity.
- ❖ Understand how Jewish people, like other ethnic and religious groups, are influenced by local and global culture and vary in whether they consider their Jewish identity primary or secondary.
- ❖ Know that both Jews and forms of Judaism can be radical, liberal, or conservative—and that the definition of *all* these terms changes with time, place, and perspective.
- ❖ Be able to encounter new terms, ideas, and data without becoming overwhelmed and become more proficient in looking up what they need to understand them better and draw connections among them.
- ❖ Be better able to discover and evaluate information on the internet *and* in peer reviewed sources, to figure out authors' perspectives and intentions, and to make good use of what they find.
- ❖ Become confident that they know how to avoid plagiarism and to effectively cite sources from encyclopedia articles to YouTube videos.

All required readings will be available on Canvas as links, Word files, PowerPoints, or PDFs.

For MLA style, please consult the [MLA Formatting and Style Guide](#) from the “Owl at Purdue.”

Course Assignments, Grading Policy, and Course Policies

Students will be graded on the following:

- | | |
|--|-------|
| 1. Ten online open book quizzes, 3% each,
including syllabus & intro quiz | 30% |
| 2. Five discussion board assignments 8% each | 40% |
| 3. Short research paper | 10% |
| 4. Group Project | 10% |
| 5. Attendance and Participation | 10% |
| | ----- |
| | 100% |

Grading Scale

94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	0-59
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Grade Calculation

Students' grades will be rounded off to the higher grade when the grade is .50% or above (e.g., 89.50% or higher = A-; 89.49% or lower = B+). The final grade recorded in Canvas is considered the official grade. Any queries regarding your final course grade must first be addressed to your instructor.

Assignment descriptions:

1. Ten online open book quizzes, 3% each, including syllabus & introduction quiz, 30%

These assignments will vary. The syllabus and introduction quiz may be taken as many times as needed and will include your personal information (only for me).

Other assignments will be quizzes each of which can be taken up to 3 times.

A few will include short written answers which you will want to draft and edit in a document before you post them in your last quiz attempt.

There will be 12 quizzes altogether, and you will be graded on the best 10.

2. Five Discussion Board Assignments, 8% each, for 40% of your total grade.

As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least one other student's posts with a substantive response.

I will provide you with a list suggested questions for each Discussion and you will respond to ONE of the questions. I will often suggest template for responses, which will vary from discussion to discussion—we will always go over the requirements in class before each discussion is due.

- The Discussion Board is designed to:
 - Help you keep track of the details of the sources you're reading
 - Help you think more deeply about each issue
- There are two parts to each Discussion Board assignment:
 - The first part, an original post (250-300 words); and
 - The second part, a response to another student's post (150-200 words).
- I expect that each post will be carefully thought out, well organized, and as free of grammatical/spelling errors as possible.
- If you use any resource other than an assigned primary text any content that you quote, paraphrase, or are inspired by MUST be acknowledged and properly cited (I will teach citation, and expect improvement, over the course of the semester).

3. One (very) short research paper – 10%

Instructions on Canvas: It will require use of both our library resources and thoughtful research on the open web. Please see online instructions for requesting an extension, if necessary. Late papers will be graded down 5% for one day late, and 10% down until the assignment closes.

4. Group project – 10%

You will work on a group project with fellow classmates at the end of the semester, and present it during the hours reserved for the final exam.

5. Attendance and participation – 10%

LATE WORK POLICY:

Almost all assignments must be completed for a passing grade. Please consult the grading rubric for each assignment to understand how late work is graded and consult the Course Calendar for deadlines. In case of illness or other legitimate unforeseen circumstances, participants can submit documentation to submit work past the due date for full credit. Without legitimate documentation, late assignments do not receive full credit.

Extra credit

Extra credit opportunities may be available, for a maximum of 3-4% of your final course grade. Find full details on extra credit opportunities on your course Canvas site.

Incomplete Grade Policy

The University policy states that a student *who is passing a course* but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor, but is allowed only if the student is passing the course. For this course, that means you must have successfully completed at least four Discussion Journals and at least six of the ten short assignments. If you think you **might** need an incomplete, please speak to me at least two weeks before the end of the semester. Do NOT take incompletes lightly.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

[Plagiarism](#) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow *ideas, wording, or organization*—not just quotations—from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate or sloppy use and appropriation of another's work without identifying the source. Any student who fails to give full credit for ideas or materials taken from another has plagiarized, even if this is due to carelessness. This includes all discussion posts and other written assignments. If in doubt, cite your source!

No need to get too nervous, though: Learning to avoid plagiarism is part of our course content.

If I believe you have plagiarized deliberately, you will flunk the assignment. If you do so more than once, you will flunk the course and be reported for plagiarism to the university.

If I believe you have plagiarized carelessly or unintentionally, I will take one or two letter grades off the assignment and discuss the issue with you to be sure you know how not to do it again.

I am willing to hear your perspective, but my treatment of plagiarized work will be solely my decision.

Communication Policy

Expectations for Students

- **Check Announcements:** You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in, **and also check the regularly updated Course Schedule** you will see at the top of our Canvas Home Page.
- **Check Email:** You are responsible for reading all of your course email and responding in a timely manner.
- **Observe Netiquette:** Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on Netiquette](#).

Support Services and Online Resources

Office of Information Technology Online Help Desk	https://helpdesk.fau.edu/TDClient/Home/
FAU Libraries	http://www.fau.edu/library/
Student Accessibility Services	http://fau.edu/sas/
Counseling and Psychological Services	https://www.fau.edu/counseling/
Office of Undergraduate Research and Inquiry	http://www.fau.edu/ouri/
Academic Advising Services	http://www.fau.edu/uas/index.php

Counseling Services – Crisis Line (561) 297-3540

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Accessibility Services

“In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880)—and follow all SAS procedures.”

Please let me know well ahead of time if you will need help with special arrangements: I'm happy to give you any help needed to do a good job in my class. I am willing to discuss options with you and them, such as permission to turn in work late in health emergencies, mental or physical.

*Being bi- or trilingual and a foreign learner of English is a talent, not a disability, but if you are still struggling to write English fluently, correctly, and fast, **let me know, and make a time to speak with me.** I am more than willing to give you extra help on papers and accept a few errors on discussions.*

Selected University and College Policies

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. *Passover and Easter fall at the end of March or beginning of April. Please get in touch at least a week in advance if you need any accommodations.* For further information, please see [Academic Policies and Regulations](#).

University Approved Absence & Assignment Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the instructor at least one week prior to missing any course assignment (*see extension policy under "Late Work" above*).

Drops/Withdrawals

Students are responsible for completing the process of dropping or withdrawing from a course. Please click on the following FAQ link and search for the phrase: [How do I Add, Drop, or Withdraw from a course?](#) Note that if you need to drop *all courses* "FAU's Exceptional Circumstance Withdrawal and other relevant policy details are in the Academic Policies section of the University Catalog."

Grade Appeal Process

A student may request a review of the final course under certain circumstances see [Chapter 4 of the University Regulations](#).

*Lastly, I know that sometimes a semester can fall apart for reasons outside of your control, such as illness in your family. **Please contact me as soon as you start to fall behind**, and we will discuss how you can best complete the course, get an incomplete, or drop it if necessary.*

I reserve the right to adjust this syllabus as necessary.

CALENDAR

The syllabus is a black-and-white document that comes to life in class. It serves as a guide, subject to change depending on how the course evolves. It is the student's responsibility to be aware of any changes. Please check announcements and our Regularly Updated Class Schedule for weekly details and changes.

All required and optional readings are on Canvas as links or documents.

While the quizzes require you to complete specific readings, I will also specify in the online Class Schedule and/or in the class before which readings are necessary to get full benefit of each lecture *and participate without embarrassment in breakout discussions.*

<p>Week 1: Introduction: Jan. 8th – 16th Background on Judaism before the Modern Era and Israel</p>	<p>The Bible and Rabbinic Judaism: Lecture Basic Beliefs of Judaism: Selections from Chapter VI of Schechter's Studies in Judaism, First Series, Copyright, 1896 Canvas: History and Geography PowerPoint New York Jewish Week: In 11th-Century Jerusalem, Pilgrims' Progress Benjamin of Tudela, Map, table of contents and pp. 31-41 (#s on left) From My Jewish Learning.com Israel in Jewish thought 101 and Zionism 101 by Eli Barnavi, a selection from <i>A Historical Atlas of the Jewish People: From the Time of the Patriarchs to the Present</i></p>	<p>Thursday: 1/13 1st Quiz (Quizzes 2-10 will be due on Tuesday)</p>
<p>Weeks 2 & 3: Jan. 17th-30th The origins of Reform and Orthodox Judaism in Germany, and the First Woman Rabbi</p>	<p>Reform Judaism From the Union for Reform Judaism and ReformJudaism.org History of Reform Judaism What is the Difference Between Reform and Orthodox Judaism? From the Jewish Virtual Library: The Tenants of Reform Judaism (focus on the first few pages and follow up any sections that interest you) Abraham Geiger, one of its founders The Pittsburg Platform: classical Reform Judaism, American Version Orthodox Judaism From the Jewish Virtual Library: Orthodox Judaism, Background and Overview Orthodox Judaism A Book Excerpt from My Jewish Learning: "Samson Raphael Hirsch: The Father of Neo-Orthodoxy," Louis Jacobs From <i>Cross-Currents</i> a "journal of thought and reflections, from an array of Orthodox Jewish writers." "Rav Aharon Lichtenstein zt"l" (Hebrew Acronym for "of blessed memory"), memories of a beloved teacher The First Woman Rabbi From The Jewish Women's Archive</p>	<p>1/19 2nd Quiz 1/25 3rd Quiz 1/24-1/30 First Discussion (All discussions close Sunday)</p>

	Short film: Regina Jonas Remembered Regina Jonas article.	
Weeks 4 & 5: Jan 31 st -Feb. 13 th From Eastern Europe to America and Israel	<p>Through the eyes of Sholom Aleichem: <i>Tevye the Dairyman</i> and <i>Fiddler on the Roof</i> The Ethical Will of Sholem Aleichem read and follow the link on any of the text in read.. <i>Tevye the Dairyman</i>, by Sholem Aleichem, translated Aliza Shevrin: the following chapters: "TODAY'S CHILDREN," "HODL," "CHAVA," and "SHPRINTZE." And <i>Motl the Cantor's Son</i> in the same book, selected chapters TBA. YouTube: Great Performances Fiddler: A Miracle of Miracles</p> <p>The Aftermath of the Holocaust YouTube, uploaded by United States Holocaust Memorial Museum: Projections of Life: Jewish Life before World War II On my Jewish Learning: Jewish Refugees During and After the Holocaust <i>Reprinted with permission from the United States Holocaust Memorial Museum's Holocaust Encyclopedia.</i> Modern Israeli History: Read through 1949, including this link: JTA ARCHIVE: UN Decision Prompts Celebrations in Jewish DP Camps Throughout Germany</p>	2/1 4 th Quiz 2/8 5 th Quiz 2/7-2/13 Second Discussion
Weeks 6 & 7: Feb. 14 th -Feb. 27 th Judaism in North Africa and the Middle East: Beyond the Ashkenazi Assumption	<p>YouTube: Ofra Haza Im Nin'Alu English Subtitles Jewish Virtual Library: Sephardic, Ashkenazic, Mizrahi and Ethiopian Jews My Jewish Learning: Jews of the Middle East by Loolwa Khazzoom YouTube: Children are Happiness - Habrera Hativeet (English subtitles) Jewish Virtual Library: Alliance Israélite Universelle In our FAU Library (log on for off-campus connect from home) Malino, Frances. "Prophets in Their Own Land? Mothers and Daughters of the Alliance Israélite Universelle." <i>Nashim: A Journal of Jewish Women's Studies & Gender Issues</i>, 3. 2000, pp. 56–73. JSTOR</p>	2/15 6 th Quiz 2/22 7 th Quiz 2/21-2/27 Third Discussion
Weeks 8 & 9: Feb 28 th - March 6 th & March 13 th - March 20 th Argentina	<p>Jewish Women's Archive: "Argentina: Jewish Women" by Sandra McGee Deutsch (Read for basic history of Jewish immigration as well as women's experience) In our library: Kazin, Alfred. "The Solitude of Jacobo Timerman." <i>New Republic</i>, vol. 184, no. 25, June 1981, pp. 32–34. EBSCOhost</p>	3/1 8 th Quiz (partly on Malino article, partly on new material)

<p>Today: Acceptance to Persecution to Acceptance</p>	<p>Neier, Aryeh. "Argentine Jews: The Crime of Silence Revisited." <i>Nation</i>, vol. 232, no. 23, June 1981, pp. 713–732. <i>EBSCOhost</i></p> <p>Selected readings from <i>The New Jewish Argentina: Facets of Jewish Experiences in the Southern Cone</i> http://dx.doi.org/10.1353/jji.2017.0009</p> <p>Wikipedia: Go to "List of Argentine Jews" and find a person to research on Wikipedia, online, and possibly in our library.</p>	<p>3/15 9th Quiz</p> <p>3/14-3/20 Fourth Discussion</p>
<p>Weeks 10-11: March 21st- April 3rd Mizrachi and Ethiopian Jews in Israel: Ambivalent Welcome</p>	<p>My Jewish Learning: Modern Israeli History: Read to the end.</p> <p>Our library: Bernstein, Deborah. "Conflict and Protest in Israeli Society: The Case of the Black Panthers of Israel." <i>Youth and Society</i>, vol. 16.2, 1984, pp. 129-152. ProQuest.</p> <p>Avnery, Uri. "Why I'm Angry with Israel's Mizrahi Elite." <i>Haaretz</i>, Jan 10, 2018. ProQuest</p> <p>YouTube: Ethiopian Jewry Israel Phenomenology</p> <p>Our library: Levenkron, Nomi. "Are Israel's Police really More Violent Toward the Ethiopian Community" <i>Haaretz</i>, Sep 01, 2017. ProQuest</p> <p>YouTube: Why Ethiopian Jews Are Building a Movement Against Racism in Israel</p>	<p>3/29 10th Quiz</p> <p>3/28-4/3 Fifth Discussion</p>
<p>Weeks 12-13: April 4th-April 17th April Jewish Muslim Relations beyond "The Middle East Conflict"</p>	<p>This appears to be a model class project: Moroccan Passover Practices, by Andrew Levey, Jonah Dolin, Ola Amokomowo, and Rachel Ohayon</p> <p>In our library: Cohen, A., & Moreno, A. (2017). "Revisiting Morocco From Israel and Argentina: Contrasting Narratives About the 'Trip Back' Among Jewish Immigrants from Northern Morocco." <i>Journal of Jewish Identities</i>, 10(2), 173-197</p> <p>Strack, Rabbis and Imams Together</p> <p>In our library: Friedman, Ruth. "Mapping Dialogue between Jewish and Muslim Communities in Europe." <i>European Judaism</i>, vol. 41, no. 1, Spr 2008, pp. 46–61. <i>EBSCOhost</i>, doi:10.3167/ej.2008.410107</p> <p>Italian Coalition for Civil Liberties and Rights: "Jewish-Muslim Dialogue: what is the role of LGBT communities?"</p> <p>YouTube: Megyn Kelly TODAY "Sisterhood Of Salaam Shalom: Women Promote Understanding Between Jews & Muslims"</p>	<p>4/5 11th Quiz</p> <p>Sunday 4/10 12th "Quiz" (an outline of your paper)</p> <p>4/17 Short Research Paper</p>
<p>Week 14: April 18th-25th Summing up</p>	<p>Discussion and in-class group project work.</p>	<p>Hand in plan for group project, for part of grade.</p>
<p>DATE OF FINAL</p>		<p>Presentation of Group Projects</p>

Minimum Technology Requirements for This Course

In this course, you will need the following technology and computer requirements:

Hardware

- Dependable computer -- Basic computer specifications for Canvas [Link to Specifications](#)
- A computer that can run Mac OSX or Win 7.0 or higher.
- Computer speakers
- Headset with microphone (or mic on computer)
- **A backup option should be available to minimize the loss of work.** This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Microsoft 365 Suite [Link to Download](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Mobile App: Instructions on how to download the Canvas App on an iOS device [Link for iOS Instructions](#) or Android device [Link for Android Instructions](#)

Internet Connection

- Recommended: Broadband (high-speed) Internet connection with of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- To check your Internet speed [click here](#).

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents, etc.).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

Technical Support

With all readings and assignments online, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, *but if you wait until the last minute before due dates, the chances of these glitches affecting your grades and your success are greatly increased.* Please plan appropriately and if a problem occurs immediately document the issue so your instructor **and** contact computer support—if you can't find the answer by clicking on the "Help" tab located on the menu bar.

1. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions](#).
2. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
3. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
4. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (3b-d above). Keep your instructor informed of the status of the help desk ticket and of your ability to continue working on the course.