Winter 2026 On-Line BioChemistry 2 as of Nov 2025 Chem 352 Section WS1

Instructor: Dr. Robert P. Dixon **e-mail:** rdixon@siue.edu. **ITS:** http://www.siue.edu/its/

Blackboard: https://bb.siue.edu **Online Office Hours:** TBD **Course From:** Dec 15, 2025 - Jan 4, 2026

Quotes that speak to my philosophy in life-RPDixon

- "To be successful you must try, and do, some thing for the first time every day" RPDixon
- "Don't Fear Failure…If you do not fail often you are not becoming a better person and not becoming a better person is not acceptable in the human endeavor." RPDixon
- "In the field of observation, chance favors only the prepared mind" Louis Pasture
- "Tell me and I forget, teach me and I may remember, involve me and I learn" Ben Franklin
- "The ability of people to be successful in the future job market is going to come down to the ability to absorb tremendous amounts of information" *and* "to be able to process it and think through it and intellectually assess it" *and* "The smartest answer doesn't do you any good unless you get your teammates to actually do it" Bank of America CEO Brian Moynihan
- "Never hate correction, for those who correct you, truly care for you. They are willing to displease you and possibly lose your respect, rather than see you embarrassed or un-prepared. Those who do not care for you on the other hand, will allow you to be unprepared...because what do they care? Every praise is not good and every criticism is not bad" Author Unknown.
- "I was raised and taught by an immigrant cook/maid and a first generation Steelman to work as hard as they had to in their lives of toil, but to do it in a profession one loves" RPDixon

SCHOOL.FAILBLOG.ORG

SOP for the class and how you will be assessed: The three primary learning tools for the course are chapter voice lecture notes, learning based chapter Mastering Chemistry assignments (Chapt#-L assignments) and Dynamic Study Modules (DSM) for specific chapters. You will complete chapters using voice lecture notes and non-timed Mastering assignments (Chapter#-2&-L and DSM) by a set date, at which time a timed Mastering Assignments (Chapt#-1) for each chapter is taken by a set time and date. After the completion of several chapters an exam will be announced for a **Specific Date and Time Range via Blackboard** after which there **MAY** be a "take home component" which will be made available, completed, and submitted electronically by a certain date and time. The Tentative test dates are below.

Chapters covered in Appling:

11 Chemical Logic of Metabolism
12 Carbohydrate Metabolism: Glycolysis, Gluconeogenesis, Glycogen Metabolism, Pentose Phosphate Pathway
13 The Citric Acid Cycle
14 Electron Transport, Oxidative Phosphorylation, and Oxygen Metabolism
15 Photosynthesis
16 Lipid Metabolism

17 Inter-organ and Intra-cellular Coordination of Energy Metabolism in Vertebrates
18 Amino Acid and Nitrogen Metabolism
19 Nucleotide Metabolism
20 Mechanism of Signal Transduction

TENTATIVE Time Line:

	Date & Time Opens:	**Date & Time Closes**
Introduction to Mastering	**Monday December 8**	**Thursday December 19at 11PM**
Chapters 11 Blackboard/Mastering	**Monday December 15**	**Mon December 22 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
Chapter 12 Blackboard/Mastering	**Monday December15**	**Mon December 22 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
Chapter 13 Blackboard/Mastering	**Monday December 15**	**Mon December 22 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
DSM-Biochemistry Enzyme mechanisms: serine proteases; coenzymes/vitamins		**Mon December 22 at 9AM**
DSM-Biochemistry Glycolysis Dynamic Study Module		**Mon December 22 at 9AM**
DSM-Biochemistry Citric Acid Cycle (Krebs/ Tricarboxylic Acid Cycle)		**Mon December 22 at 9AM**
DSM-Biochemistry Chemical logic of metabolism (redox reagents, cellular energy changes		**Mon December 22 at 9AM**
DSM-Biochemistry Gluconeogenesis/ Pentose phosphate pathway; Calvin Cycle		**Mon December 22 at 9AM**
DSM-Biochemistry Glycogen synthesis and regulation		**Mon December 22 at 9AM**
Exam 1	**Mon December 22**	**Between 9AM and Midnight**
Chapter 14 Blackboard/Mastering	**Mon December 22**	**Mon December 29 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
Chapter 15 Blackboard/Mastering	**Mon December 22**	**Mon December 29 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
Chapter 16 Blackboard/Mastering	**Mon December 22**	**Mon December 29 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
DSM-Biochemistry Oxidative phosphorylation		**Mon December 29 at 9AM**

DSM-Biochemistry Lipids, lipid biosynthesis		**Mon December 29 at 9AM**
DSM-Biochemistry Fatty acid oxidation and degradation		**Mon December 29 at 9AM**
Exam 2	**Mon December 29 at 9AM**	**Between 10AM and Midnight**
Chapter 17 Blackboard/Mastering	**Sat December 27**	**Sat January 3 at 9AM**
Assignment 2		
Assignment L		
Assignment 1	**Sat December 27**	**Sat January 3 at 9AM**
Chapter 18 Blackboard/Mastering		
Assignment 2		
Assignment L		
Assignment 1		
Chapter 19 Blackboard/Mastering	**Sat December 27**	**Sat January 3 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
Chapter 20 Blackboard/Mastering	**Sat December 27**	**Sat January 3 at 9AM**
Assignment 2		
Assignment L		
Assignment 1		
DSM- Biochemistry Nitrogen Metabolism		**Sat January 3 at 9AM**
DSM- Biochemistry Hormone Regulation and Signal		**Sat January 3 at 9AM**
Exam 3	**Sat January 3**	**Between 9AM and 11PM**
Comprehensive Final	**Sun January 4**	**Between 12AM and 10PM**

If no time is given assume 12:01AM Opening and 11:59PM Closing. Individual Assignment may have time limits.
*Instructor will have limited internet availability (emails only) Dec 24 after 11AM and all day Dec 25.
You will need to start Chapter 17-20 before exam 2 so you have more than a week

COURSE and COURSE REQUIREMENTS

Text Books:

- "Biochemistry-Concepts and Connections 2nd Edition" by Appling, Anthony-Cahill and Mathews; Pearson, 2019. This book will be the main book for the course and is available as an e-text within Mastering after registering into Mastering using Redshelf. (instructions a bottom of syllabus).

Important Winter Term Info. Students who find it necessary to drop a winter session class should email servicecenter@siue.edu to request to drop the course. The drop will be processed as of the day it is received. The email account will not be monitored over the break. Deadlines to drop are as follows:

- December 20: Last day to drop the class and receive 100% credit of tuition and fees and no entry of the class on the transcript. Dropping the class after 12/20 will not reduce the amount of tuition and fees owed for the course.
- December 31: Last day to drop the course and receive a grade of W on the transcript.
- January 5: Last day to drop the course and the instructor will assign a grade of WP or WF at the end of the class.

Hard Copy of Lecture Notes: A PDF of the lecture notes is available in Blackboard. This will allow you to take notes as you watch and listen to the voice lecture notes

Voice Lectures with Lecture Notes: Available in the Course Content page in Blackboard in the streaming format. These (and the hard copy of notes) are one of the two primary learning tools of the course. The second primary learning tool will be the Master Assignment-2&L discussed below. This will allow you to take notes as you watch and listen to the voice lecture notes.

Being a Successful Online Student: If you are thinking about taking online or hybrid courses, gauge your readiness by asking yourself these questions: https://www.siue.edu/its/idlt/learning/success.shtml

How you should study for the course: While listening to the voice lecture notes take your own notes on the hard copy of the voice lecture notes. Take the Mastering Learning assignments (Chapt#-2, -L & DSM) and use lecture notes, book, and internet (if needed) to complete these. They are open the entire week so you can go back to them. Completely go over the lecture notes using the book or voice lecture notes to fully understand concepts. After all of this take the time compressed Chapt#-1 assignment.

Daily I-THUMP: I will send out a daily I-THUMP (Insights Thoughts, Heads-up, Updates, Motivations, and Pointers) to help with the day to day grind of the course.

Communication: If you need to communication with me asynchronously you may do so using email within Blackboard or the Discussion board at any time. Using the email within Blackboard tags your email as from the course and as such I will be able to identify your email and respond faster than if not labeled as from the course. If immediate synchronous communication is necessary please email me with the reason the synchronous communication is necessary and include your phone number. I might be able to either set a Zoom meeting with you or possibly call you if I deem it necessary.(**At no time**, even if you know my cell phone number, should you contact me directly on that number unless I specifically ask you to) If at all possible, synchronous communications need to be done over Zoom.

Attendance: Students are required to log onto the course at least 7 times a week.

Time Commitment: As stated in the SIU Edwardsville Undergraduate Catalog "Undergraduate students are expected to spend at LEAST two hours of preparation for every hour in class." With this being said, a student taking Chem 352 online during the term should not expect a PASSING grade if they do not spend at the VERY LEAST 9 hours a week on this course.

ITS Issues: ITS is partnering with Blackboard to provide 24/7 support during Winter Session including assistance offered on Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day. This support includes e-ID maintenance, Bb assistance for students and faculty, and other related technical issues. ITS staff will provide support during normal business hours and next day support for questions and requests that Blackboard's technicians are unable to resolve. Rather than contacting ITS via email, all faculty and student users should call (618) 650-5500 to report problems and receive timely assistance.

Computer Requirements and Access: Each student **MUST HAVE** unlimited access to a computer with stable internet access, a webcam, microphone, speakers, and a scanner (could be taking a picture with phone or camera and sending as jpeg). The computer must have Adobe Acrobat Reader™, QuickTime (available free online), Marvin family of programs (that will allow the drawing and visualization of molecules available free at http://www.chemaxon.com), and Microsoft Office™. Currently enrolled students can download and install Microsoft Office on up to five computers by visiting: http://office365.siue.edu. You will need to use your full SIUE email address (NOT just your e-ID) and e-ID password to log in. The subscription also includes full access to MS Office applications for iPhone and Android devices. Chemical demonstrations, computer animations, external videos, or any external web sites may be presented throughout the term. The material covered in these is important, and will be included on quizzes and examinations.

Office Hours: Office hours will be using Zoom by appointment. I will only answer specific questions during this time. This will not be a lecture or me answering quiz or test questions. I will only work out problems from the books and specific topics related to the material. In addition, if you need specific help with a question that asynchronous communication is not proving to be adequate, I may ask that we communicate via Zoom in real time individually. I will only be on Zoom if you let me know beforehand via email (at least 6 hours in advanced). The session will be recorded and portions may be made available to all students if I deem it helpful.

On-Line Tutoring Hours: The online tutor, TBD and you will need to create an account at www.siue.edu/lss/tutoring to schedule an appointment.

Text Questions: Problems are found at the end of each chapter. Although they will not be collected, you are strongly encouraged to do all the problems. Chapter Assignments, Mastering Chapter Assignments, and Exam problems may be taken from, or based on, problems in the text.

Blackboard Login: When logging into Blackboard use your University e-ID and password. If you have never used your University login name go to the following website to register: http://www.siue.edu/e-ID/. Note that all e-ID passwords must be changed every 60 days. In order to change your password online you must know your old password. If you do not remember your old password, you will need to go to the ITS offices located in the basement of Lovejoy with a photo ID in order to change it.

Blackboard Discussion Board: You are responsible for all information/discussions presented on the Blackboard discussion board. You are required to check/use the discussion board at least once a day during the weekdays. There will be no excuse for information/assignments/hints/etc. missed due to not checking the discussions board once a day. Often asked questions, answers to specific questions, upcoming deadlines, etc will be posted here. Any items that I want all students to have and be able to access quickly for future reference will be posted here for everyone to see.

Mastering Chemistry for Appling Biochemistry: Mastering is the world's leading collection of online homework, tutorial, and assessment products designed with a single purpose in mind: to improve the results of all higher education students, one student at a time. **To log into Mastering follow the procedure at very bottom of syllabus using RedShelf**.

Mastering Chapter Assignments: There will be 3 more assignments per chapter. You will always have: one being a timed Assignment-1, an open Assignment-2, and the open Learning Assignment-L (they will be labeled as Chpt #-1, Chpt #-2 and Chpt#-L). Depending on the Chapter there may be one or more open Dynamic Study Modules (DSM).

For the Learning Assignment (Assignment-L for the chapter covered labeled Chpt #-L) The assignment will be open the entire time and you can work on it as you are going through the chapter and learning the concepts. These assignments are specifically made to guide you through the learning of the chapter material and you should use this as one of the primary learning tools (along with the voice lecture notes) for each of the chapters.

Dynamic Study Modules (DSM): are available for topics covered in some of the chapters and are due at the same time as the material covered in the chapters. These assignments are specifically made to guide you through the learning of the chapter material and you should use this as one of the primary learning tools (along with the voice lecture notes and Chapt#-L assignments) for the chapters.

For the timed Assignments (Assignment 1 for the chapter covered labeled Chpt #-1) Problems will be assigned according to chapters and will be on Mastering. You are required to finish the assignments by the posted times and dates, NO EXCEPTIONS WHAT SO EVER. You will be given 1 attempt. The timed assignment can **only be opened once** and you have a set time to complete the assignment. These questions are delivered in a time compressed fashion so that I can assess the knowledge in your brain, not your ability to look in the book or online for the answer. Most assignments have 20-50 questions of all types (chem formula, chem drawing, labeling, matching/vocab,

multiple choice/select, numeric/symbolic, ranking, simple text, sorting, essay, etc.) and you have ~30-120 minutes to complete them, depending on specific assignment. There **MAY** be electronic Proctoring for this assignment. See more below

For the Short Answer Assignment (Assignment 2 for the chapter covered labeled Chpt #-2) It will stay open the entire time the chapter is available. These questions will often require to use the drawing program within Mastering so you will need to get used to this.

Correct Answers to Assignments: The correct answers to the assignments will be revealed after the assignment is due. This has 2 consequences:

1. It eliminates the possibility of one person finishing and giving the correct answers to another person.
2. More importantly, it forces you to figure out the answers yourself by going back into the material and learning it again. You are forced to learn the material and not only the answer to ONE question, but to evaluate all questions again as part of the learning process. It does not allow you to focus only on the wrong answer. It forces you to think about all questions again in a new light.

Problems with Blackboard & Mastering: The Instructor has No Control over problems with Blackboard & Mastering operations. Whether these problems are getting onto Blackboard/Mastering, being kicked out of Blackboard/Mastering, etc. The only aspect of Blackboard/Mastering the instructor has control, is Blackboard/Mastering content. If you encounter problems with Blackboard please contact the Information Technology Services via telephone at 618-650-5500, or check their web site at http://www.siue.edu/its/. If you encounter problems with Mastering please contact both me AND Olivia Stanley olivia.stanley@pearson.com.

Problems with Mastering Auto-Grading and Re-Grading Procedure: There are always issues with the grading Mastering questions especially the structure drawing problems and short answer questions. The answer has to be very close to the structure or short answer format for Mastering to automatically mark it correct. I will re-grade the question for you **AFTER** the quiz due date if you think your structure was correct but not close enough for Mastering to grade it as correct. As with any issues with re-grading, once the quiz/assignment/test has closed, if you want me to re-grade the question please email me the assignment (ex. Chapt 12-2) AND questions full NAME (ex. Problem 12.52 with feedback - Clinical Application) and why you think your answer is correct. If you do not have the full name I cannot grade the question since your question 5 could be different than other students question 5.

Exams: Exams will be taken online in Mastering. There also can be a "Take Home" portion of the exam where you download a portion of the exam and upload your answers by a certain date and time. The Exams are on the material covered from the previous exam and will include everything covered in lecture, problem sets, Blackboard Chapter Assignments, homework, and the readings assigned. The final exam is comprehensive from day one. Exams cannot be made up, period. A missed exam is defined by not taking the exam at the regular scheduled timeframe. All exam corrections in grading must be completed one week after exams are returned to the class. The exams during the semester will include conceptual and problem solving questions from lecture material and assigned readings. Many (but not all) of the problems will be similar (but not identical) to problems assigned in lecture and homework. Although each exam will focus on the specific chapters outlined, learning subsequent chapters requires building up from a knowledge base of previous chapters. In other words, material from previous chapters can show up on later exams. The Final exam is cumulative. Any exam missed without a legitimate excuse is scored a zero.

Course Administration during Times When the University is Closed: Withdrawing from the course and other important dates: Link in the Blackboard page. https://www.siue.edu/online/online-courses/winter/

Grading: Your final grade will be determined on a straight percentage basis: (~90%=A, ~80%=B, etc).

- 3- Exams =45%
- Comprehensive Final Exam =15%
- Mastering Chapter Assignments, DSM's, and chapter take home assignments = 40%

Additional Guidelines for Students: Partially from Sciences & Mathematics Handbook

2. Students should make good use of learning opportunities provided, such as, conferences with the instructor during office hours, tutorials, and/or help sessions
3. Assigned work should be submitted in neat form, on time, and electronically.
5. Students should meet all prerequisites for a course and a student should earn a grade of C or better in each course that is a prerequisite for a given course.
6. Students have the right to learning experiences that are free of favoritism, prejudice, discrimination, or harassment.
7. Students are to realize that recorded lectures are only one component of the course and is used to aid in developing their abilities to synthesize (to combine different ideas, influences, or objects into a new whole) the facts of the course into a deeper, long lasting, understanding of the chemical aspects of biology.

Misconduct by Students: Faculty members retain their traditional authority to take disciplinary action in the event of academic misconduct such as cheating, plagiarism, or online course disruption. In the event of continued misconduct, the instructor may request the Student Assessments and Standards Committee and the Chair of the Department to recommend to the Dean of Students other sanctions such as dismissal from the course, their major, or from the University.

From SIUE's Student Academic Code (http://www.siue.edu/POLICIES/3c2.html):
"Academic Misconduct: Acts of academic misconduct for which students are subject to sanctions include, without limitation, plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts.

Plagiarism is defined as including, without limitation, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using the written, electronic, or oral work of another without proper acknowledgment or consent of the source or presenting oral, electronic, or written material prepared by another as one's own.

Plagiarism also includes using information from electronic resources, including the Internet, without the use of proper citations."

Needless to say, reference ***all*** materials and resources you use in a paper, or your grade is forfeit. Include discussions with your colleagues. I disapprove severely of cutting and pasting materials from the Internet.

More from the academic code: (http://www.siue.edu/POLICIES/3c2.html):

C. Expectations of Students

Students enrolled at SIUE have the responsibility to be good citizens of the University and the community, to pursue their educational goals with honesty and integrity, to contribute to an environment which encourages free inquiry and expression, to abide by all applicable laws and SIUE policies and procedures, and to respect the rights and responsibilities of fellow students, faculty and staff. In particular, it is expected that students will:

2. Know and follow instructions in course syllabi.

5. Use appropriate language in class.

6. Be aware of and follow The Student Conduct Code and other University policies.

7. Respect the rights of others to hold various points of view.

9. Develop or create any paper, project, case study, art form or other print or non-print product according to established standards of a particular academic discipline conveyed by an instructor in the discipline.

10. Develop or create any paper, project, case study, or art form, or other print or nonprint product utilizing their own ideas. When using the ideas of others, use proper citations.

11. *Create or generate information or data by using one's own methodology, experiment, or procedure and subject the information or data to careful examination and study. When using another's data, proper citations must be used.*

12. *Resolve conflicts, disputes, and differences through participation and by thoughtful discussion.*

13. *Balance responsibilities and obligations to family and work with responsibilities for the quality of education, particularly in the apportionment of time.*

14. *Follow University procedures, including submission of information in a timely manner to meet deadlines, and keep the University informed of all changes in name, address, telephone number, and the University identification number.*

Students with Disabilities: Southern Illinois University Edwardsville offers a range of resources to support students with disabilities. At SIUE every effort has been made to eliminate barriers to learning and help you reach your educational goals.

Reaching your goals starts with pre-admission planning and an assessment of your abilities and interests. The director of the Disability Support Services (DSS) office will develop an understanding of your individual needs through counseling and academic advising. An Illinois Department of Human Resources Office of Rehabilitation Services counselor is also available by appointment on campus to meet you and discuss your university plans and career goals.

Early planning and testing will ensure that your special needs are taken into consideration and that you enjoy your educational experiences at SIUE. Disability Support Services offers to coordinate support services for self-identifies students with permanent or temporary disabilities.

Students must register and request services from the Disability Support Director at the DSS office, which is located in Peck Hall, Room 1311. An individualized accommodation plan is developed according to each student's needs. Requests for services should be made two to four weeks prior to the date that the service is to begin.

Diversity and Inclusion Statement: SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code. The Center for Student Diversity & Inclusion is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. Online form for reporting bias incidents.

Avoiding plagiarism, self-plagiarism, and other questionable writing practices:

A guide to ethical writing Miguel Roig, Ph.D.
https://www.umsl.edu/studentresearch/files/pdfs/roig-avoiding-plagiarism.pdf
First on-line version published in September, 2003 Revised on-line version published in August, 2006
http://facpub.stjohns.edu/~roigm/plagiarism/Index.html
Please send any questions, comments, or suggestions to Miguel Roig, Ph.D.

Guideline 1: An ethical writer ALWAYS acknowledges the contributions of others and the source of his/her ideas

Guideline 2: Any verbatim text taken from another author must be enclosed in quotation marks.

Guideline 3: We must always acknowledge every source that we use in our writing; whether we paraphrase it, summarize it, or enclose it quotations.
Guideline 4: When we summarize, we condense, in our own words, a substantial amount of material into a short paragraph or perhaps even into a sentence.
Guideline 5: Whether we are paraphrasing or summarizing we must always identify the source of our information.
Guideline 6: When paraphrasing and/or summarizing others' work we must reproduce the exact meaning of the other author's ideas or facts using our words and sentence structure.
Guideline 7: In order to make substantial modifications to the original text that result in a proper paraphrase, the author must have a thorough understanding of the ideas and terminology being used.
Guideline 8: A responsible writer has an ethical responsibility to readers, and to the author/s from whom s/he is borrowing, to respect others' ideas and words, to credit those from whom we borrow, and whenever possible, to use one's own words when paraphrasing.
Guideline 9: When in doubt as to whether a concept or fact is common knowledge, provide a citation.
Guideline 12: Because some instances of plagiarism, self- plagiarism, and even some writing practices that might otherwise be acceptable (e.g., extensive paraphrasing or quoting of key elements of a book) can constitute copyright infringement, authors are strongly encouraged to become familiar with basic elements of copyright law.
Guideline 14: Authors are strongly urged to double-check their citations. Specifically, authors should always ensure that each reference notation appearing in the body of the manuscript corresponds to the correct citation listed in the reference section and vice versa and that each source listed in the reference section has been cited at some point in the manuscript. In addition, authors should also ensure that all elements of a citation (e.g., spelling of authors' names, volume number of journal, pagination) are derived directly from the original paper, rather than from a citation that appears on a secondary source. Finally, authors should ensure that credit is given to those authors who first reported the phenomenon being studied.
Guideline 16: Authors should follow a simple rule: Strive to obtain the actual published paper. When the published paper cannot be obtained, cite the specific version of the material being used, whether it is conference presentation, abstract, or an unpublished manuscript.
Guideline 19: When borrowing heavily from a source, authors should always craft their writing in a way that makes clear to readers, which ideas are their own and which are derived from the source being consulted.
Guideline 20: When appropriate, authors have an ethical responsibility to report evidence that runs contrary to their point of view. In addition, evidence that we use in support of our position must be methodologically sound. When citing supporting studies that suffer from methodological, statistical, or other types of shortcomings, such flaws must be pointed out to the reader.
Guideline 21: Authors have an ethical obligation to report all aspects of the study that may impact the independent replicability of their research.
Guideline 25: Faculty-student collaborations should follow the same criteria to establish authorship. Mentors must exercise great care to neither award authorship to students whose contributions do not merit it, nor to deny authorship and due credit to the work of students.

Pearson Mastering Student Registration Instructions

To access your MyLab, Mastering, or REVEL product from your Blackboard course *(this must be done from a computer, not a mobile tablet or phone)*

Start from your Blackboard course.

Navigate to the left hand bar, and look for the RedShelf tool. Click into it. This is where you will gain your access code.

It will take you to a page where you will see the course materials for the course. Click into that. You will see an access code. *(If you are not seeing an access code, or the course materials are not displaying (or displaying incorrectly), please contact help@redshelf.com)*

Copy and Paste this unique access code. Navigate back to your BlackBoard Course

Select a content area (named Mastering/MyLab/REVEL or similar, depending on the product in use) from the left navigation.

If you have a Pearson account, enter your username and password. Otherwise, create a new account.

When your accounts are linked, you will enter in the copied access code you received from the RedShelf tool in steps 3 and 4 above.

Your MyLab/Mastering/REVEL content appears.

To go back to Blackboard, look for the Blackboard tab or window in your browser.

That's it. Throughout the semester, please access your Mastering/MyLab/REVEL content through Blackboard only.

Need help?

Ensure students are using **Google Chrome**. Avoid Internet Explorer!
Visit Pearson Support at https://support.pearson.com/getsupport.

***AFTER REGISTERING GO TO THIS LINK AND RUN A BROWSER CHECK**
MASTERING BROWSER CLICK HERE