

CHLD 353w: METHODS OF INQUIRY

COURSE SYLLABUS



“Research has formalized curiosity. It is poking and prying with a purpose.”
--Zora Neale Hurston

Instructor: Dr. Shelley R. Hart

Email: srhart@csuchico.edu

Office Location: Modoc 101

A mix of in-person and zoom hours are available. During the in-person reserved hours (Modoc 101), feel free to let me know if you'd like to meet over zoom instead. Please sign up for a 15-min block of time in the spreadsheet below! You can always Message me for an appointment if the scheduled times can't work.

For virtual hours, join using this link or Meeting ID and Passcode:

Link: <https://csuchico.zoom.us/j/94318053854?pwd=SEM1aVZMdklueEhpK2crcnBJNXBHQT09>

Student Hours:

Meeting ID: 943 1805 3854

Passcode: 822124

- Tuesdays 11:00am – 1:00pm (in-person)
- Wednesdays 10:00am – 11:00am (in-person)
- Wednesdays 4:30pm – 5:30pm (zoom)

****You will need to sign up on our excel spreadsheet here for a 15-minute block****

https://docs.google.com/spreadsheets/d/1RMZrLperb_faSYZz885UxHtJ8Pdw3gIDIUOSLu6_YA/edit?usp=sharing

Class Days & Times: Mon & Wed 12:00pm – 1:50 pm

Class Location: Modoc 120

Prerequisites: Completion of GE Written Communication (A2) requirement; GE Quantitative Reasoning (A4) (MATH 110, MATH 210 for Liberal Studies majors); CHLD 251; CHLD 252

Required Texts/Readings

McBride, D. M. (2020). *The process of research in psychology*, (4th Edition). Sage. [ISBN: 9781544323497]

Other required readings (or supplemental readings)

Available in the Learning Modules of BB Learn

Blackboard Learn

Copies of the course syllabus and Class Schedule may be found on the Course Content Page of BB Learn. You are responsible for regularly checking the online resources, which are accessed through the [Chico State Portal](#).

Class Communication

- Be sure to check the link on the left main menu of Blackboard “Notifications”. In here you’ll see My Announcements (for all students).
- Class Email is email communication for specific students. Use the email within Blackboard Learn, not my campus email, those emails are not seen and end up in junk mail.
- Students with special needs/concerns are invited to meet with me early in the semester to discuss possible accommodations.
- To ensure that you are always prepared be sure that you print and follow the Class Schedule!

The Class Schedule

This is a crucial document that contains a weekly schedule of topics that will be covered in class, required readings, and due dates for class activities, assignments, and exams. This schedule is subject to change at the discretion of the professor. Updates or changes to the class schedule will be announced if needed. I would strongly recommend printing it out and keeping it handy throughout the semester.

Course Description and Goals

Students will increase their knowledge and application of critical thinking skills while learning the fundamentals of scientific methodology. This knowledge base includes quantitative and qualitative research methods, quantitative skills in measurement of theoretical constructs, statistical analysis, and interpretation of statistical results. These skills will be applied through reviewing and evaluating published research articles, writing assignments, statistics and practice worksheets, and exams. Competencies acquired in this course will be applied in subsequent child development classes.

Perspective on WI/WP courses, Grades and Grading

Writing Intensive courses are designed to provide ample writing practice and revision opportunities. This course is also the writing proficiency course in our major. For many students this is their first intensive introduction to using the American Psychological Association (APA) writing guidelines. This adds to the challenge of learning to write in a concise but objective style with a very specific set of rules.

Sometimes, the time and effort spent on assignments doesn't earn us what we think it will. Be assured that with continual practice and revision your writing will improve. It’s extremely rare that a student would take this course and already be very proficient in this writing style. Writers of all ability levels benefit from constructive feedback and revision work that helps improve their writing skills. This class was designed to simulate real work situations where individuals are required to meet multiple deadlines and to work on individual writing and partnered assignments that require diverse intra and interpersonal skills.

The in-class activities and statistics worksheets contribute to your grade but in small increments (5-7 points each typically). We will have some class time to work on these, but often they will be completed outside of class. Missing a few points here and there should not make a significant difference in your final grade.

In contrast, writing assignments should be planned for, allowing enough time to be carefully written and reviewed before submission. I'm happy to answer specific questions that you may have about formatting and content. One important suggestion is that you make ALL of the recommended changes and revisions to your writing assignments, as they become incorporated into the larger research paper due at the end of the semester.

Do not spend undue time worrying about a few points missed here and there; try to maintain a balanced perspective about the relative importance of different types of assignments and the potential value of practice and learning, rather than focusing solely on points.

Grading Policy

Grade	%				
A	100-93	A-	92-90		
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D	66-60	F	59 or below

A work: “A” work is generally associated with *exemplary, stellar, and of extraordinary quality*. An “A” is not the typical grade earned.

B work: “B” work is generally associated with “*above and beyond,*” with some, but not all, of the qualities of an A and is worthy of recognition. A “B” is a good grade.

C work: “C” work is average. That means, that you have done *competent work*. *You have done what has been asked of you*. Your work (not you, of course!) *is typical and meets minimum assignment criteria*. You are just fine! It means *everything is okay*.

D work: “D” work fails to meet the minimum criteria for the course. A “D” can also indicate a lack of commitment to the deadlines or incomplete work that doesn’t meet course standards.

“F” work: Perhaps it is a very rough time in your life. Remember, though, that it is your *work* that is being assessed—not you, not your potential, and not your past performance in other academic endeavors.

Updated grades will be available through Blackboard Learn, [My Grades](#). Your current class percentage may change with each assignment or exam. If you have questions or concerns about your grades, please contact me.

The Department of Child Development requires that a student must receive a C- or better in this course to continue in the major. Students who receive a C- or better in CHLD 353w are automatically certified as having satisfied the minimum graduation writing requirements of the Child Development major. Students who receive a grade lower than C- must repeat this course until they earn a grade of C- or better. Student can repeat this course only twice.

Please understand that assessments of writing and content are not scored separately. Competent understanding of content is only possible if one can communicate well in writing, and competent writing is only possible if one understands the content. Students are responsible for all material covered in class whether present or not. In order to earn a passing grade in this course, students’ cumulative points earned on all assignments must be equal to 70% (C-) or higher.

Incompletes

To receive an Incomplete, a student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found: [Catalog](#). You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments	Percentage
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A. Application and Practice: In-Class Activities	13
B. Writing Assignments	22
C. Research Paper	22
D. Research Paper Preparation Assignments	05
E. Statistics worksheets	07
F. Exams	31
Total	100%

CHLD 353w: Overview of Assignments, Exams, Final Research Paper Due Dates

Writing assignments (100 points total) 22%	Wk	Points
Writing Assignment One (Individual)	3	15 points
Writing Assignment Two: 2 empirical article summaries (Partner)	5	30 points
Writing Assignment Three: 2 non empirical summaries	9	30 points
Title Page, Topic Introduction, Study Rationale, Citation Study Purpose, 3 Hypotheses, 1 Research Q, References	11	25 points
Partnered Assignments (46 points total) 10%	-	
Library Assignment with partner	5	5 points
Statistics Worksheet 1- descriptive statistics	6	5 points
Statistics Worksheet 2 – z scores and percentiles	7	7 points
Statistic Worksheet 3 – Chi-square	8	5 points
Statistic Worksheet 4 – t-tests	9	7 points
Statistic Worksheet 5 – Correlations	10	7 points
Draft & Peer Feedback: Method Part 1	13	5 points
Draft & Peer Feedback: Method Part 2	13	5 points
Final Research Proposal (100 points total) 22%	15	100points
Group Activities: 1) APA Quiz 2) Critical Thinking, 3) APA Citations 4) Components of a Journal Article, 5) Levels of Measurement, 6) Interpreting t tests, 7) interpreting correlations (35 points total) 7%	-	35 points
Exams (155 points total) 34%	-	
Individual Weekly Quizzes 3-4 pts x 13 weeks – 3 quizzes skip/drop	-	30 points
Midterm	7	50 points
Final Exam	16	75 points
Total Points		436 points

Classroom Protocol

You are expected to be always considerate of others by being on time and seated when class begins; remaining in your seat until class is dismissed (except in the event of an emergency); and refraining from talking or causing distractions when others are speaking.

Cell phones and Laptops

- Turn off your cell phones or set them on silent mode when you come to class.
- Text messaging is distracting in the classroom; please don't check or send text messages during class.
- Laptop computers will be used regularly for in-class activities and note-taking, plan on bringing yours, if possible, to class with you each time.

All assignments are due by noon on their due dates. Assignments turned in after the listed time will accrue late points or earn no points.

How Late?	Penalty
Up to 24 hours	10%
25-48 hours	20%
49 hours +	No Credit

1. The Writing Assignments and the Final Research Paper will be accepted after the due date, but will be penalized 10% per day late, up to a maximum of 20%. Weekend days are counted. No, papers will not be accepted for credit more than 5 days after the due date.
2. LATE or absent in-class activities, drafts of the writing assignments, and sections of the research report, peer feedback for another student's research paper, and statistics worksheets will earn no points and will not be accepted.
3. The Library Assignment can be turned in late for feedback only; no points can be earned.
4. Students will bring required materials to class every time.
5. Students repeating CHLD 353w **must choose a different topic for their research paper and complete all related assignments** (i.e., the Library, statistics, and writing assignments) **using the new topic.**
6. Students should seek assistance for specific questions regarding their papers, but the professor will NOT proof read or edit whole sections of paper drafts prior to their due date.
7. **Your work must be original and independently written.**
8. Make-up for midterm will be allowed if students can provide a documented, legitimate reason for being unable to take the midterm on the scheduled day.
Arrangements must be made in advance of the exam date, not afterwards.

24-Hour Question and Answer Deadline

I will respond to questions about assignments and exams up until 24 hours before their due date. If students email questions with less than a 24 hour notice, they probably won't get a response in time. Plan accordingly, plan ahead, and don't leave questions or concerns about assignments until the night before.

Software requirements

All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not have Microsoft Office, then you can submit your file in Rich Text Format (.rtf) or as a Google Doc, but you are still responsible to accurate or required formatting. Google Docs can be converted into Word documents on any university computer. Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive “O” points.

IT Support Services

If you experience computer problems contact the Student Computing help desk: (530) 898-Help. You can contact me through BBL Messages, but they are probably better able to address technical issues you may be having.

Computer labs for student use are located on the first and fourth floor of the Merriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, [ITSS](#). Additional labs may be available to students in our department or college.

Department of Child Development Mission statement

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision statement

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Student Learning Objectives and Course Learning Outcomes

The six Student Learning Outcomes (SLOs) of the Department of Child Development are:

SLO 1. Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

SLO 2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

SLO 3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

SLO 4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

SLO 5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

SLO 6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

This course focuses on four primary Child Development Student Learning Outcomes. Of primary importance in this course are:

- SLO 1: Critical Thinking in Child Development
 - SLO 2: Written Communication in Child Development
 - SLO 4: Information Literacy in Child Development
 - SLO 5: Quantitative Literacy in Child Development
- Of secondary importance in this course is
- SLO 6: Professional Qualities

Course Objectives	Learning Priority	Assignments
a. Demonstrate an understanding of, and ability to apply scientific methods of thinking (including logic and empirical reasoning) about children and families	Information Literacy in Child Development (SLO 4) Critical Thinking in Child Development (SLO 1) Written Communication in Child Development (SLO 2)	Exams Writing Assignments Class Activities
b. Differentiate between personal and subjective theories about children's development and scientific theories of development rooted in empirical research.	Information Literacy in Child Development (SLO 4) Critical Thinking in Child Development (SLO 1) Written Communication in Child Development (SLO 2)	Exams Writing Assignments
c. Understand ethical research practices in working with children and families and in disseminating research.	Information Literacy in Child Development (SLO 4) Critical Thinking in Child Development (SLO 1)	Exams Writing Research Project Class Activities

Course Objectives	Learning Priority	Assignments
	Professionalism in Child Development (SLO 6)	
d. Demonstrate currency in information technology by locating scholarly works used in child development and effectively using software such as SPSS and Word.	Critical Thinking in Child Development (SLO 1) Quantitative Literacy in Child Development (SLO 5) Written Communication in Child Development (SLO 2)	Writing Assignments Research Project Class Activities
e. Compute basic descriptive and inferential statistics	Critical Thinking in Child Development (SLO 1) Quantitative Literacy in Child Development (SLO 5) Written Communication in Child Development (SLO 2)	Statistics Assignments Research Project
f. Understand both qualitative and quantitative research designs	Information Literacy in Child Development (SLO 4) Quantitative Literacy in Child Development (SLO 5) Critical Thinking in Child Development (SLO 1)	Exams Class Activities
g. Evaluate research studies in terms of validity, reliability, and generalizability	Critical Thinking in Child Development (SLO 1) Quantitative Literacy in Child Development (SLO 5)	Writing Assignments Research Project Class Activities
h. Work effectively with a partner in creating a literate and coherent literature review, propose hypotheses, and appropriate methodology on a particular topic in the field of child development, using APA guidelines.	Information Literacy in Child Development (SLO 4) Critical Thinking in Child Development (SLO 1) Professionalism in Child Development (SLO 6)	Statistics & Writing Assignments Research Project

University Policies and Campus Resources

Academic integrity

Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University’s definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Because of the importance of these terms for your successful completion in 353w,

we'll go into more detail (these definitions can be found in EM 18-011 here: <https://www.csuchico.edu/pres/em/2018/18-011.shtml>).

Cheating: "...intentional fraud or deception for the purpose of improving a grade or obtaining course credit and includes all behavior intended to gain unearned academic advantage. Cheating includes either helping or attempting to help another person cheat."

Unauthorized Collaboration: "... working with others on assignments without the permission of the instructor. This rule includes but is not limited to in-class, take home, or online tests; writing assignments; lab work; or any homework assignment or class project. Students may not collaborate without authorization from the instructor."

Plagiarism: "...the use of someone else's work, including words, ideas, projects and/or any other material without citing the source."

Self-Plagiarism: "Re-use of a student's original work, in part or in its entirety, without the express permission of the course instructor.... This can occur when a student:

- Hands in the same or similar work for separate, unrelated classes in previous or current semesters without the knowledge or express permission of instructors;
- Retakes a class and hands in work completed during a previous semester for the same or a different instructor, without the current instructor's express permission."

Misuse of Sources: "...carelessly or inadequately citing ideas and words borrowed from another source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources has not plagiarized. Instead, such a student [has] failed to cite and document sources appropriately."

When there is evidence suggesting that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Accessibility Resource Center (ARC)

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact ARC as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is <http://www.csuchico.edu/arc>

Title IX: Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

WellCat Health Center Excuse Note Policy

“Excuse notes” will not be provided by the WellCat Health Center or Counseling Center. Appointments for “Excuse Notes” are not considered appropriate. Students who wish to request a medical withdrawal from a class or from the University will need to follow the policy set forth by the University. Information about withdrawals can be obtained from the Registrar’s Office. <https://www.csuchico.edu/sro/registration/withdrawal-procedures.shtml>

Student Resources:

Wildcat Computing Support: Access the website or support desk in order to access information and resources regarding your technological needs <https://www.csuchico.edu/wcs/>.

COVID-19 Response

All students are required to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement please visit <https://www.csuchico.edu/coronavirus/vaccine-certification-student.shtml>.

Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in this course when in person. When face coverings are optional, they are always welcome on campus. You will be notified if face coverings are required.

Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines. Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any COVID-19 related safety policy or mandate may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline is (530) 898-2222 or covidhotline@csuchico.edu.

As noted previously, the list of FAQs may continue to evolve, so please check back for updates at the following link: <https://www.csuchico.edu/coronavirus/campus-resources.shtml>.

Disability Services

If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. Virtual services will be available during this period of COVID-19 response. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc

Student Learning Center (SLC)

The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Virtual services will be available during this period of COVID-19 response. Please visit www.csuc.edu/slc for more information.

WellCat Counseling Center

College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students

CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 9:30am–12:30pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>
 2. The Center for Healthy Communities, CalFresh Outreach physical office is currently closed, however, they are setting up virtual appointments by emailing CalFreshHelp530@gmail.com. See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>
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Final Words

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.

Finally, I want our course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload

outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks. If possible, please schedule a fifteen-minute block of time during Student Hours within our first two weeks, or arrange with me, through Messages in BBL, a time outside of those hours to meet.

I know that the language in the syllabus can sound harsh and uninviting. This our contract as we move through the semester and there are things that I need to have included per University requirements. I hope that as we get to know each other over the next few months, that you will find me accessible and easy to talk to. I recognize this content might be intimidating and many may find it frustrating and confusing. I want you to be able to come to me to share that frustration as well as get guidance and help. Looking forward to our time together!