Course and Contact Information

Instructor  Jessilyn Froelich (Morton)
Office Location  DMH 310 – Will not be on campus this year
Telephone  N/A—please use email for communication
Email  jessilyn.morton@sjsu.edu
Office Hours  By appointment – please email me to request a video conference meeting
Classroom  N/A – meeting virtually
Prerequisites  A3 or equivalent second semester composition course (with a grade of C- or better)
Completion of core GE
Upper division standing (60 units)
Completion of Core GE
PSYC 1
STAT 95 or senior standing.
Psychology Majors/Minors and Behavioral Science Majors only

GE/SJSU Studies Category  Area Z

Important Note About Course Grade  According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.
Course Description

In this class you will practice and improve writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication. The goals of 100W are that students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. This class reinforces and advances skills developed in Written Communication IA and IB, and then broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

GE Learning Outcomes and Required Course Content

*Learning Outcomes* (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. *GE/SJSU Course Learning Outcomes (GELOs)* are course outcomes mandated by General Education and can be found, along with additional required course content, in the Fall 2014 GE Guidelines, which can be found here: [http://www.sjsu.edu/senate/docs/2014geguidelines.pdf](http://www.sjsu.edu/senate/docs/2014geguidelines.pdf)

Students shall write complete essays that demonstrate college-level proficiency. Upon successful completion of this course, students will be able to:

GELO 1. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, clarity of expression satisfied by the following major assignments (there are other assignments that also address this GELO): Literature Review, Mini-Literature Review, APA Style Mastery Test

GELO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse satisfied by the following major assignments (there are other assignments that also address this GELO): Literature Review, Mini-Literature Review, Research Report, Research Article Summaries and Evaluations

GELO 3. organize and develop essays and documents for both professional and general audiences satisfied by the following major assignments (there are other assignments that also address this GELO): Literature Review, Mini-Literature Review, General Audience Paper

GELO 4. organize and develop essays and documents according to appropriate editorial and citation standards satisfied by the following major assignments (there are other assignments that also address this GELO): Literature Review, Mini-Literature Review, Research Report, APA Style Mastery Test

GELO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing satisfied by the following major assignments (there are other assignments that also address this GELO): Literature Review, Mini-Literature Review, Annotated References, Literature Review Outline, Research Skills Pretest and Posttest
Required Texts/Readings

APA Manual

Other Readings and Resources

*APA Style Tutorial*

*Owl APA style resource*

*SJSU Library: Psychology-specific tutorials, resources*

Other readings for the course will be posted on the course Canvas shell.

Other technology requirements / equipment / material

Regular access to a computer and internet connection. Please let me know if you have significant difficulties accessing technology due to the coronavirus pandemic.

Library Liaison

Christa Bailey

Course Canvas site

The course Canvas site is an online resource, especially important this semester. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Rubrics and feedback for major assignments
- Grade roster

My intention is that the site will become an additional forum, outside of class time, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.

Because 100W has transitioned to a fully online format, consistent communication is more imperative than ever. Please be sure to use the Canvas site to interact with the other students as well as me, the instructor.
Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.

Course Requirements and Assignments

An assignment summary table appears in this syllabus. Details for each assignment are provided in lectures and in assignment information sheets. Assignment information sheets (as well as other useful resources) can be found on the course Canvas site. You are expected to bring copies of each handout (paper or electronic) to the appropriate class.

The written assignments in Psychology 100W are designed to gradually build the writing and research skills necessary to write scholarly papers appropriate for the discipline of psychology. The major skills and associated assignments include (but are not limited to):

- **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, formatting tips in Microsoft Word)
- **APA style** (e.g., APA style Mastery test)
- **Writing assignments** (including, but not limited to)
  - Dissecting a Literature Review
  - Article Summaries and Evaluations*
  - Literature Review* (see description below)
  - Literature Review development (see description below)
  - Peer Reviews
  - Brief Research Report* (see description below)

* Students will be given the opportunity to revise in response to instructor feedback and resubmit

**Mini-Literature Review**

The major paper for this course is a literature review (see description below). To prepare you for this assignment you will write a “mini-literature review” (800 – 1000 words) that will help you to learn how to read, understand, and accurately report psychological research reports, develop synthesis skills by describing how studies build upon one another, and apply APA style.

**Literature Review**

The major paper you will be writing for this course is an *APA style literature review* (approximately 2000 - 2500 words including references; 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing relevant theory
and research findings relevant to the question. You will be developing your final literature review in several assignments, including (but not limited to):

- **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.

- **Annotated References Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

- **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article)

- **Literature Review Conferences and Drafts** in which you receive feedback from a variety of sources and revise your paper as needed.

**Research Report**

A second major paper you will be writing for this course is an *APA style research report* (approximately 1000 - 1500 words including references). The goal of a report is to describe the results of an empirical study. We will be discussing a simple study in class, and you will write the research report as if you were the experimenter.

**Final Examination or Evaluation**

The final evaluation for this course is the oral presentation of students’ literature review and a brief APA Style editing assignment. Due to time constraints, these presentations are scheduled over several class periods at the end of the semester – including during the time of the final exam. Attendance is mandatory for oral presentations. Each student will be expected to turn in a summary of the oral presentations. The APA Style editing assignment will be completed on finals day, following any lingering oral presentations. It will be open book.
Grading Information

Course grades will be based on the number of points accumulated throughout the semester. The table on the next page summarizes the points and percentage of course grade associated with each course assignment.

Rubrics for all major assignments can be found on the course Canvas shell.

Final grades in this course will be assigned as indicated below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
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<tr>
<td>92 – 90</td>
<td>A-</td>
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<tr>
<td>89 – 88</td>
<td>B+</td>
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<tr>
<td>87 – 83</td>
<td>B</td>
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</tbody>
</table>

According to SJSU GE policy, this course must be passed with a C or better as a CSU graduation requirement.

Make-up Exams

No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments

Assignments are due at the start of class (turned in during class or uploaded to Canvas) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation. Asking for an extension after the due date has passed is not acceptable.

Extra Credit

Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course.

Final Grades

DO NOT email me asking to bump up or change your grade after the semester ends, or asking for additional extra credit opportunities. These requests will not be answered/addressed. Your final grade is reflective of the effort you put in during the entire semester.
# 100W Assignment Summary Sheet

<table>
<thead>
<tr>
<th>Approximate Word Count*</th>
<th>Approximate Pages*</th>
<th>Points</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>(R)</td>
<td>15</td>
<td>Research Skills Assessment Pretest</td>
<td>Required</td>
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<td>(R)</td>
<td>4</td>
<td>Plagiarism Tutorial</td>
<td>Required</td>
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<td></td>
<td>15</td>
<td>APA Style Mastery Test</td>
<td>In class activity.</td>
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<tr>
<td>400 – 500</td>
<td>4</td>
<td>5</td>
<td>Evaluating Information Sources</td>
<td>Fulfills “General Audience Paper” GE requirement</td>
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<tr>
<td>400 - 500</td>
<td>4</td>
<td>5</td>
<td>Dissecting a Literature Review</td>
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<td>800 - 1000</td>
<td>6 - 7</td>
<td>5</td>
<td>Mini-Literature Review (Draft 1)</td>
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<tr>
<td>800 - 1000</td>
<td>6 - 7</td>
<td>15</td>
<td>Mini-Literature Review (Final)</td>
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<td>100 - 200</td>
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<td>Research Question Assignment</td>
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<td>400 - 500</td>
<td>3 - 4</td>
<td>2</td>
<td>Annotated References Assignment</td>
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<td>2</td>
<td>Outline Assignment</td>
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<td>2000 – 2500</td>
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<td>Literature Review (Draft)</td>
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<td>Literature Review Conference</td>
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<td>Literature Review (Draft 2)</td>
<td>Required</td>
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<td>For use in Peer Review Assignment</td>
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<td>Peer Review: Literature Review</td>
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<td>2000 – 2500</td>
<td>11 - 13</td>
<td>100</td>
<td>Literature Review (Final)</td>
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<td>1250 - 1500</td>
<td>6 - 7</td>
<td>20</td>
<td>Research Report (Final)</td>
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<td></td>
<td>Oral Presentation (5 – 7 minutes on Literature Review topic)</td>
<td>Required</td>
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<td>Part of SJSU GE requirements</td>
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<td>Research Skills Assessment Posttest</td>
<td>Required</td>
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<td>APA Style Editing</td>
<td>Final</td>
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<td>55 - 68</td>
<td>215</td>
<td>Total Words, Pages, and Points</td>
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</tbody>
</table>

* includes title page and references page when applicable

(R) = Required element to complete course
Classroom Protocol and Policies

Contacting Instructor

1. **I will answer emails M - F.** I have limited access to SJSU email during normal work hours (8:00a – 4:30p) but will get back to you as soon as possible. If you email me on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Canvas mail function:** Please do not use Canvas to email me. **I will answer emails sent to my sjsu.edu email address only.**

3. **Through Canvas (Canvas) discussion board.** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **By phone.** I do not have a phone number—please use email correspondence.

5. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 100W: absence on 10-10-17).
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Ms. Morton)
   c. **Identify yourself** and the course/section you are in.
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time. If you are emailing about an assignment due the next day, please do not expect a response on time.

**Example email correspondence**

**Subject:** Psyc 100W: Assignment due date question

Dear Mrs. Froelich,

My name is Miranda Jackson and I am in your 100W class that meets Monday. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

Regular attendance is necessary to do well in the course. Although the course has an online resource, this resource is not a substitute for attending lectures.
Online Etiquette
Many of us were thrust into online learning without any choice. I understand that this is not ideal for most students, and sympathize with the many struggles you are likely experiencing. When you are joining class via video conferencing, please be mindful of the following:

- Mute your mic when you are not speaking.
- I would prefer if folks would have their video on, but it isn’t required. Having some semblance of face-to-face interaction will help with the transition.
- If your video is on, try to refrain from doing activities during class time. If you have other responsibilities while joining class (i.e. childcare), please turn your video off to avoid distracting the class.

Late arrivals
Please arrive to class on time. If you must arrive late or leave early, please do so quietly with your mic muted and with a minimum of distraction. Repeated late arrivals will be discussed outside of class time.

Be respectful of others
Respect differing points of view offered by students. Independent discussions should not be happening when someone is addressing the class.

I expect you to come to class prepared
“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment.

Communication
Do not hesitate to reach out if you have questions or concerns. Email me or come see me in office hours to chat as needed.

Check the course Canvas site regularly
If I become ill, I will inform you by 9AM the morning of class. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

Recording of Class Lectures & Sharing/Distribution of Course Content

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. Written permission to record lectures will need to be granted for the whole semester or on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions.
without instructor consent. This policy extends to both content presented in the classroom and posted on the Canvas site.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/’

Student Resources

Librarian: Psychology
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Christa Bailey
408.808.2348
christa.bailey@sjsu.edu
http://libguides.sjsu.edu/psychology

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

ACCESS Success Center

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.
In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>08/25</td>
<td>Course Introduction</td>
<td>Always have APA Manual available</td>
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<td></td>
<td></td>
<td></td>
<td>Assignment Introductions</td>
<td>Log onto course Canvas site</td>
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<tr>
<td>2</td>
<td>T</td>
<td>09/01</td>
<td>Library Tutorial – Watch library video *Asynchronous – will be available for meetings</td>
<td>Research Skills Assessment Pretest Plagiarism Tutorial</td>
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<tr>
<td>3</td>
<td>T</td>
<td>09/08</td>
<td>APA Style Baseline Knowledge Types of APA Style Papers &amp; Review</td>
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<tr>
<td>4</td>
<td>T</td>
<td>09/15</td>
<td>Developing a Research Question *Asynchronous – will be available for meetings</td>
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<td>5</td>
<td>T</td>
<td>09/22</td>
<td>Discuss Evaluating Sources of Information assignment</td>
<td>Research Question Assignment</td>
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<td>Discuss Dissecting a Literature Review assignment Types of Sources</td>
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<td>*Asynchronous – will be available for meetings</td>
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<tr>
<td>6</td>
<td>T</td>
<td>09/29</td>
<td>Summaries and Microsummaries APA Formatting – Paper Layout APA Formatting – Citations and References Discuss Mini Literature Review Assignment</td>
<td>Evaluating Sources of Information Dissecting a Literature Review</td>
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<tr>
<td>7</td>
<td>T</td>
<td>10/06</td>
<td>Mini Literature Review Development Reference Search for Literature Review– *Asynchronous – will be available for meetings</td>
<td>Initial Reference List Assignment</td>
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<tr>
<td>8</td>
<td>T</td>
<td>10/13</td>
<td>Mini-Literature Review feedback and peer editing *Will meet initially but most of this will be completed asynchronously</td>
<td>Mini-Literature Review (Draft 1)</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td>10/20</td>
<td>Outline Assignment Literature Review Development Meetings</td>
<td>Annotated References Assignment</td>
</tr>
<tr>
<td>10</td>
<td>T</td>
<td>10/27</td>
<td>Research Report Discussion – Do Not Miss! Research Design and Writing for Research *Research Design will be asynchronously completed</td>
<td>Mini-Literature Review (Final Draft)</td>
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<tr>
<td>11</td>
<td>T</td>
<td>11/3</td>
<td>APA Style Mastery Test *Asynchronous – responsible for submitting assignment during class time</td>
<td>Make sure to bring your APA manual! Outline Assignment</td>
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<tr>
<td>12</td>
<td>T</td>
<td>11/10</td>
<td>Literature Review Conferences</td>
<td>Literature Review (Draft 1)</td>
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<tr>
<td>13</td>
<td>T</td>
<td>11/17</td>
<td>Literature Review Conferences</td>
<td>Research Report (Final)</td>
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<td>14</td>
<td>T</td>
<td>11/24</td>
<td>Peer Review &amp; Editing</td>
<td>Literature Review (Draft 2)</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>15/01</td>
<td>T</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<tr>
<td>12/01</td>
<td>T</td>
<td>Final / Culminating Experience</td>
<td>Final Draft of Literature Review, Research Skills Posttest Due</td>
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<tr>
<td>12/08</td>
<td>T</td>
<td>Oral Presentations</td>
<td>Attendance mandatory</td>
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<tr>
<td>12/15</td>
<td>T</td>
<td>Final – APA Style Editing</td>
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</table>

* This is a tentative timeline. We may find ourselves spending more time on particular topics due to student interest, or the need to clarify further information presented.

* Asynchronous assignments are noted on the syllabus. This means that you are responsible for watching a video or finishing an assignment on your own time that week. I will make myself available during these class meeting times for the first 30 minutes of our scheduled class time. If you require a meeting outside of that time, please email me and we will find an alternative.