



SSCI 321-02 (44286)
Survey Research in the Social Sciences (3 units)
Fall 2025

Class Information

This is an asynchronous class.

Class time

Asynchronous. No Zoom meetings.

Class location

Asynchronous. No class location.

Office hours

Monday and Wednesday, 3:30 – 4:30 pm at my office (CAHSS 2306) & before or after my classes. Different in-person and online office hours.

Please check the resources section of Canvas modules (first module) and click “Office hours” to schedule an in-person or online meeting.

Instructor

[Tolga Tezcan](#), PhD. [Curriculum Vitae](#)

Email

ttezcan@csumb.edu

Office

[CAHSS](#) @ 2306

Required text

Required readings are available as links or pdf on Canvas.

Required hardware, software, technology, and tools

- [Google Chrome](#) or any Chromium based browser ([Brave](#), [Opera](#), [Edge](#), etc.)
- Reliable and consistent internet connectivity
- Reliable, and an up-to-date computer running Windows, Linux, or macOS with a charging cable
- RStudio (Posit) Cloud account ([Product accessibility page](#))

[\[Overview of the course\]](#) - [\[Learning outcomes\]](#) - [\[Course requirements\]](#)
[\[Course schedule\]](#) - [\[Course structure\]](#) - [\[Late submissions\]](#) - [\[Course policies\]](#)

Overview of the course

Catalog description

Introduces the necessary tools, theoretical and methodological foundations of doing survey research, and reviews research processes employing quantitative methods. Students will critically examine methodological issues such as the nature and process of quantitative research, survey research strategies, survey research designs, formulating hypotheses and research questions, sampling strategies, creating survey questions, using secondary data, and presenting and reporting the results. Students will also learn related statistical software to analyze data. **[(Prereq: STAT 100 with a C- or better)]**

Purpose and structure of the course

Using quantitative methods, "Survey Research in the Social Sciences" will provide students with the necessary tools, theoretical and methodological foundations to do survey research.

During the course, students will critically examine methodological issues such as (a) the nature and process of quantitative research, (b) survey research strategies, (c) survey research designs, (d) formulating hypotheses and research questions, (e) sampling strategies (f) creating survey questions, (g) using secondary data, and (h) presenting and reporting the results.

This course is designed to introduce students to the logic of statistical analysis through survey research and help students gain an awareness of the many uses of statistics in everyday life and become informed consumers of statistics.

The course provides students with the opportunity to compile a quantitative paper based upon their own interests using secondary data. To achieve this, students will learn how to use R in the lab sessions.

General Education Learning Outcomes

This course meets Upper Division Area B4 requirements, which include:

- 1) Synthesize quantitative or scientific knowledge, reasoning, skills, and/or experiences across disciplines to address new or complex situations relevant to students' lives or careers.
- 2) Develop solutions to routine and non-routine problems using discipline-appropriate mathematical/quantitative methods.
- 3) Justify the reasonableness of solutions to mathematical/quantitative problems.
- 4) Represent mathematical/quantitative information using symbolic, visual, numerical, and verbal forms.
- 5) Interpret mathematical/quantitative information presented in symbolic, visual, numerical, and verbal forms.
- 6) Draw conclusions based on the analysis of mathematical/quantitative information.
- 7) Describe the assumptions and limitations of mathematical/quantitative methods and their consequences.
- 8) Use appropriate reasoning and terminology to communicate mathematical/quantitative ideas, methods, and conclusions.

Course Learning Outcomes

- 1) Identify, explain, and apply the basic concepts of social research.
- 2) Acquire critical skills to interpret social research outcomes.
- 3) Recognize the ethical research issues involving ensuring ethical standards.
- 4) Critically interpret and discuss the key strengths and limitations of survey research methods.
- 5) Understand and evaluate the interaction between theory and research.
- 6) Learn how to develop research questions, write hypotheses, and apply appropriate methods for research.
- 7) Gain the ability to run analyses in RStudio.
- 8) Conduct original quantitative research by using secondary data.

Course requirements

Grades will be based on 100 points divided as follow:

Table 1. Course requirements and grading distribution

	% of final points
1. Lecture assignments	30
2. Lab assignments	30
3. Lecture quizzes	20
4. Exams	20
4.1. Midterm	10
4.2. Final exam	10
Total	100

1) [Lecture assignments] (30%)

For each lecture, students will receive a specific assignment designed to enhance their learning and comprehension of the course material.

When there is a “**WC**” (**Word count**) section under the responses, students must provide the word count of their responses; otherwise, they will receive a **-5% penalty**. Incorrect word counts also receive a **-5% penalty**.

The *first* assignment that needs to be submitted is the “Google Drive Assignment.” Without receiving full credit from this assignment, students cannot continue the course.

The *second* assignment that needs to be submitted is the “Canvas notification settings.”

The *third* assignment that needs to be submitted is the “RStudio lab assignment: account and packages.” **Without receiving full credit from this assignment, students cannot continue the course.**

These three assignments can be resubmitted within the deadline period unlimited times unlike other assignments.

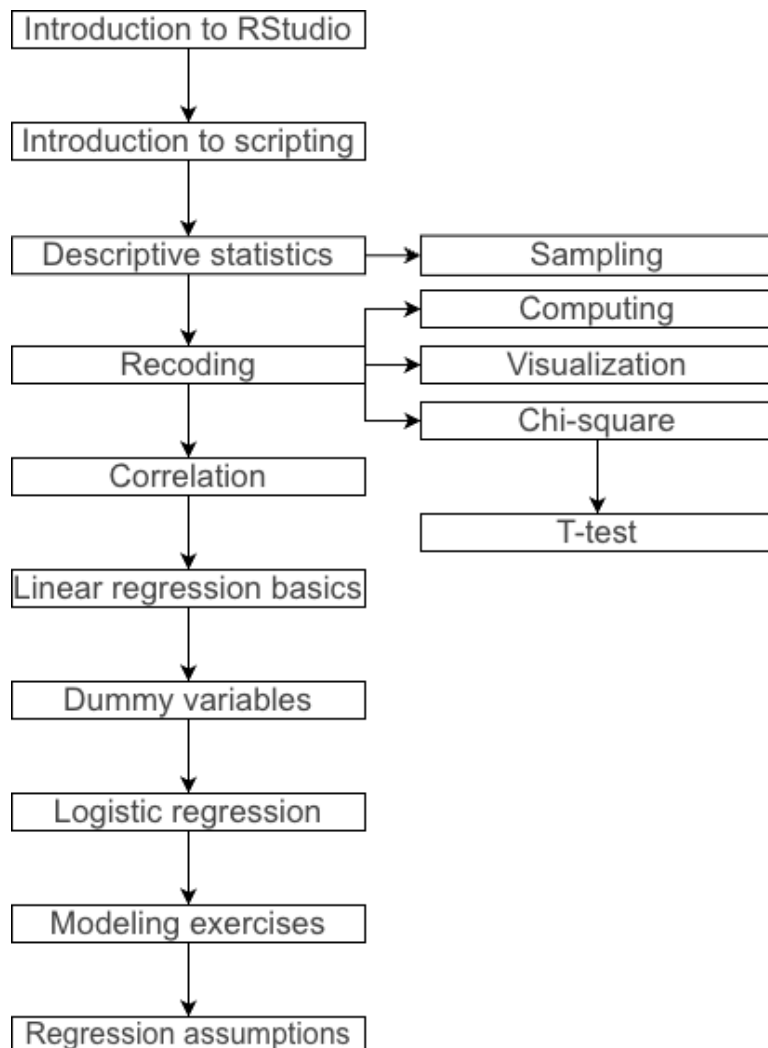
2) [Lab assignments] (30%)

Students will be given lab assignments for each lab lecture. These assignments are to assess their data analysis skills in RStudio. Each lab lecture comes with a lab lecture video and sample lab assignment video.

Students are expected to take notes when watching the lecture videos, especially the lab lectures. I can help students with their lab assignments, but I first ask to see their notes. If students have not taken notes, they should watch the lecture and sample lab assignment video and schedule an appointment with me if they have questions. Sharing assignments with peers will be considered an academic violation.

Figure 1 illustrates the flow of RStudio lab lectures in the course, showing how certain topics are interconnected. Even if you miss some lectures, it is important to revisit them as the topics are interconnected. Understanding earlier lectures is crucial for following the successive ones and completing assignments and exams.

Figure 1. Flow of interconnected RStudio lab lectures



3) [Lecture quizzes] (20%)

Students will take a short quiz on the highlights and key points of the lectures (less than 10 multiple choice questions). These quizzes must be taken after reviewing the slides, watching the lecture video, and taking notes. These quizzes are time-limited and there is no retake option. Students should click “submit” before the time is up. Once the quizzes are completed, the questions will no longer be visible. Students who want to improve quiz grades can submit a lecture reflection, if they prefer, as detailed below.

3.1) [OPTIONAL Lecture reflections] (Compensation for lecture quizzes):

Lecture reflections are **OPTIONAL** and for improving lecture quiz grades. Students can write a minimum **700 words** lecture reflection on the assigned reading and the lecture video to replace low lecture quiz grades.

Minimum **250 words** will be about the assigned reading; minimum **150 words** for the 1/3; minimum **150 words** for the 2/3; and minimum **150 words** for the rest of the lecture video.

Submit the copied version of the specific lecture reflection template to the "Lecture reflection submission" link on Canvas (located in the "Resources" module, which is the first module). That link provides more information about lecture reflections.

The deadline for the lecture reflection is the same as that of the lecture's assignment. Review the “**Late submissions**” section of the syllabus.

4) [Exams] (20%)

There will be a **midterm (10%)** and a **final exam (10%)** exam throughout the course. Exams are online, consisting of multiple choice, true/false, and RStudio lab questions, that will be drawn from the lecture slides.

RStudio lab questions in exams will be the same as the lab assignments, with only the variable names changed. Even if you missed a lab assignment, complete it to practice for the exams (I can provide feedback on any missed assignments if requested).

Table 2. Grading distribution

Letter	Percent	Letter	Percent	Letter	Percent
A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	Below 60

Note: The grades are rounded to the next integer; a grade of 89.50 will receive 90 points and a grade of 89.49 will receive 89 points.

Table 3. Course schedule

Week	Lectures
Week 1 (08/25 - 08/31)	Welcome - Syllabus and course content Social research: why and how
Week 2 (09/01 - 09/07)	RStudio: Introduction to R and RStudio The ABC's of a research project
Week 3 (09/08 - 09/14)	RStudio: Introduction to scripting and importing a dataset Introduction to survey methodology
Week 4 (09/15 - 09/21)	RStudio: Descriptive statistics Concepts and indicators
Week 5 (09/22 - 09/28)	RStudio: Recoding Sociology of poverty - Interpreting numbers
Week 6 (09/29 - 10/05)	RStudio: Computing Non-probability sampling methods
Week 7 (10/06 - 10/12)	RStudio: Chi-square Probability sampling methods
Week 8 (10/13 - 10/19)	RStudio: T-Test Research ethics
Week 9 (10/20 - 10/26)	RStudio: Sampling Midterm
Week 10 (10/27 - 11/02)	RStudio: Visualization Asking questions
Week 11 (11/03 - 11/09)	RStudio: Correlation Qualitative interviewing
Week 12 (11/10 - 11/16)	RStudio: Linear regression basics Self-completion questionnaires
Week 13 (11/17 - 11/23)	RStudio: Dummy variables Focus groups
Week 14 (11/24 - 11/30)	Fall break
Week 15 (12/01 - 12/07)	RStudio: Logistic regression RStudio: Modeling exercises
Week 16 (12/08 - 12/14)	RStudio: Regression assumptions and diagnostics
Week 17 (12/15 - 12/21)	Final exam

I reserve the right, upon reasonable notice to the class, to modify the assignments.

Course structure

1) [Use Chrome as a browser]

Use [Google Chrome](#) or any Chromium based browser ([Brave](#), [Opera](#), [Edge](#), etc.).

Safari is not fully compatible with Canvas and Google Drive.

2) [Where are the readings, slides, and lecture videos?]

Readings, slides, lecture videos, and sample lab assignment videos are on the modules page. See the "Where are the readings, slides, and lecture videos?" → "How to submit an assignment" page on Canvas (the first module called "Resources").

3) [Using Google Drive LTI]

Assignments should be submitted to Canvas using **Google Drive LTI 3.1**. Assignments should not be attached. For this class, students will not download or upload any documents.

See the "Guidelines and rubrics" → "How to submit an assignment" page on Canvas (the first module called "Resources"). That page is also at the top of each assignment.

Assignments via email, message, Canvas comment, direct upload, or screenshots are not accepted.

The copied version of the Google Doc assignments must be in the correct weekly subfolders. If they are not, move them: See the "Guidelines and rubrics" → "How to move a file in Google Drive" page on Canvas (the first module called "Resources").

If the name of the weekly subfolders or Google Doc assignments are incorrect, rename them: See the "Guidelines and rubrics" → "How to rename a file and folder in Google Drive" page on Canvas (the first module called "Resources").

Students should review the submitted document before and immediately after submission.

4) [Incorrect submissions]

4.1) Wrong document submission:

If students submit a wrong document and comment "*submitted a wrong document*" on the Canvas assignment section before the assignment is graded, the correct document from their Google Drive week folder will be graded **without deduction**. Assignments revised or created after the due date do not qualify for this option. See "Guidelines and rubrics" → "How to post a comment on an assignment" page on Canvas (the first module called "Resources").

If no comment is made and the correct document is already in the Google Drive week folder at the time of grading, it will be graded with **a 10% deduction**, using Google Doc Version History. Assignments revised or created after the due date do not qualify for this option.

4.2) Submission made but no document in the Google Drive weekly subfolder:

If submission is made and there is no document in the weekly subfolder, zero will be given and I will contact the student. Upon notification, the student may move the file to the relevant week's subfolder and type "*moved*" in the Canvas comment section of the assignment.

The assignment will then be graded with a **10% deduction**. Assignments revised or created after this communication do not qualify for this option. See "Guidelines and rubrics" → "How to post a comment on an assignment" page on Canvas (the first module called "Resources").

4.3) Submission made but mistakes detected later:

If mistakes are detected after submission and students wish to revise their assignment, they should type "*wait*" in the Canvas comment section **before the assignment is graded**. Once the corrections are made in the Google Drive class folder, they should add a second comment saying "*check Google Drive.*" The date of the second comment will be considered the official submission date.

This is the main reason why students should review their document before and immediately after submission.

5) [No resubmission, no pre-grading]

Assignments submitted to Canvas will be graded, and grades are final. Do not submit an assignment unless you want to be graded for, and ask me your questions before the submission, because there is no resubmission option.

I **do not** do pre-grading ("*Does my assignment look okay? Is my answer correct?*"), but I can answer specific questions.

6) [No pasted sentences]

All assignments are **required** to be written directly in Google Docs, where I have editorial access. This allows me to view the document's history. Writing on somewhere other than Google Doc and then pasting a text into the assignment's Google Doc (using tools such as Grammarly or text-to-voice) will result in no credit being awarded.

When there is a pasted sentence in the document, students will receive zero for that assignment. If students go offline while working on Google Docs, they should pause until they regain a connection.

Keeping a complete document history is a helpful habit in case you ever need to demonstrate the development of your work in academic and professional settings.

7) [Ethical artificial intelligence use]

I highly endorse the use of AI tools as personalized learning mentors. For instance, if we have discussed "dependent and independent variables" in a lecture, students might ask their chosen AI tool to "*explain dependent and independent variables in the context of social research, providing real-life examples for a clearer understanding.*"

However, students cannot use what AI generates in a submission. I do not use AI in my slides, assignments, or feedback. I expect the same and failing to do so constitutes a violation of academic integrity.

Even if the AI-generated content may be paraphrased, have sentences added or removed, is “humanized” using other AI tools, or intentional typos or grammatical errors are inserted to make it look original, the core structure and flow of the arguments typically remain the same and unoriginal; the same ideas, broad statements, and rambling are obvious to see when I grade hundreds of assignments each week.

My primary focus is always on the quality of your critical thinking, the depth of your analysis, and the originality of your ideas as demonstrated in your writing. Your assignments require precise arguments, specific evidence, and concrete examples directly from our course materials and your sociological imagination. Every single word and sentence should serve a function. If removing certain words or sentences would not affect your arguments, then they should be removed. When you are writing, you bring your own experiences, your own voice, and your own unique way of connecting ideas. AI, on the other hand, is assembling pre-existing patterns.

Regardless AI-generated or not, the following will affect your grade:

Broad, general statements lacking specificity: Vague claims, unsupported generalizations, or arguments that could apply to any context rather than the specific one presented in specific lectures.

Overly formal and generic language: AI tends to use sophisticated vocabulary and formal sentence structures, but often in a way that feels detached or lacks personal voice. I do not care about the grammar or word choice. Assignments are training fields for improving writing skills. Writing improves thinking skills.

Lack of original interpretation: AI struggles with generating truly novel insights and original arguments.

Generic or clichéd examples: AI pulls highly generalized or textbook-perfect examples that lack the specificity, complexity, or personal touch that comes from genuine engagement with the material.

8) [No exception]

I will adhere to all the policies outlined in the syllabus. In the interest of fairness and transparency, if students learn of an exception I have granted to an individual student, I will grant the Dean’s Office access to Canvas and supply all relevant documentation for review. Should the Dean’s Office find any discrepancies of this nature, I will assign an “A” grade to the entire class.

If I grant an exception to a student (resubmission, extending deadlines without an official documentation, etc.), I strongly encourage them to share this information with their peers. **This will ensure that everyone is aware and can benefit, leading to the entire class receiving an “A.”**

Late submissions

The table below illustrates the flexibility policy for submissions. The deadline for the first lecture of the week is Thursday, and the deadline for the second is Saturday.

Table 4. Deadline structure

Lecture day	Day 1	Day 2	Day 3	Day 4 (flexibility day) 1 day late	Day 5 2 days late	Day 6 3 days late	Day 7 4 days late
			Deadline (11:59:00 pm)	No point deduction if submitted within 24 hours after the deadline	10% deduction	15% deduction	20% deduction

1) [One additional day (*flexibility day*) after the deadline without a deduction]

After the deadline has passed, Canvas will automatically give a zero, but students are granted one (1) additional (*flexibility*) day to submit their work without a deduction.

Note that even a submission that is just a second late (11:59:01 pm) will be counted as a full day's delay as a part of the Canvas system.

Finalizing the assignment in Google Docs prior to the deadline or flexibility day is insufficient; the completed work must be submitted to Canvas before the designated time to be considered on time.

Although no questions will be asked, flexibility day is for extreme situations and should not be used habitually.

Students submitting their work during the flexibility day do so at their own risk, as no official documentation (e.g., doctor's notes) will be accepted to extend the deadline further. In those cases, students can benefit from the additional three-day window option described in the second item. The circumstance(s) must occur on the "deadline day" and also the "flexibility day" to qualify for a deadline extension.

For example, if the deadline is Thursday and you have a doctor's note stating that you should be out of work on Thursday, you may complete your work on the flexibility day, Friday. However, if the doctor's note indicates that you should be out of work on the flexibility day, Friday, there will be no deadline extension; you can use the three-day late window instead, described below. That's why you should not rely on the flexibility day as if it were a new deadline.

2) [10% deduction for a day delay after flexibility day, 15% deduction for two days delay, 20% deduction for three days delay]

Once the assignment deadline and the flexibility day has passed, students are granted an additional three-day window to submit their work.

A **10% deduction** will be applied for the first day of delay after the flexibility day, a **15% deduction** for the second day of delay, and a **20% deduction** for the third day of delay. Then the submission window closes.

3) [Official documents]

Late assignments may be accepted with appropriate official documents. Documentation must show the extenuating circumstance(s), and must match the dates of the term in which students request assignment submission.

Official documentation will be accepted to extend deadlines if it clearly demonstrates that extenuating circumstances prevented the student from submitting the work on the deadline day and also from submitting it during the “flexibility day.” The documentation must clearly indicate that the student should be excused from work for those two days.

Extenuating circumstance(s) must occur on the “deadline day” and also the “flexibility day” to qualify for a deadline extension as students submitting their work during the “flexibility day” and the “three-day window” do so at their own risk, and no official documentation (e.g., doctor's notes) will be accepted to extend the deadline further.

The reasons are typically entirely outside a student's control and are generally limited to the following:

- 1) Verifiable accident.
- 2) Death (immediate family): Provide a death certificate or obituary/memorial service card (if certificate cannot be issued) documents must include dates.
- 3) Documented medical and/or psychological circumstances that significantly impede student attendance or productivity. Provide letter(s) from doctors, counselor, or therapist, or psychiatrist. The letters must include dates.
- 4) Military: Provide documentation from the Commanding Officer (CO).
- 5) Other unusual or very special cases, considered on their own merit.

In such cases, [students must fill out this form](#) (also under the “Resources” module) with the documentation in a timely manner for consideration. If you have a doctor's note, for example, please do not email and let me know that you have a doctor's note. Also, please do not email me your doctor's note. If your situation is eligible, fill out the form and attach your documentation there.

Traffic, parking problems, broken cars, pre planned vacations and trips, problems with the internet or computer etc., are not acceptable reasons. Students should not wait until the last day to submit their assignments. I am unable to validate students' official documents. I will forward their official documents to the Dean's Office, who will suggest appropriate steps. I reserve the right to make the final decision.

Course policies

Office hour policy

Attending office hours is a great resource when you have questions. Please feel free to schedule a meeting with me. I hold these office hours (both in-person and online) for questions about class materials, your projects, your research, my research, anything you want to talk about.

Please check the resources section of Canvas modules (first module) and click “Office hours” to schedule an in-person or online meeting. Do not email me to schedule regular office hours.

You may email me if the regular office hours absolutely do not work for you, but you must include a wide range of availability for each day. For example: *"I am available on Monday from hh:mm to hh:mm, hh:mm to hh:mm, hh:mm to hh:mm; on Tuesday from hh:mm to hh:mm, hh:mm to hh:mm, hh:mm to hh:mm; on Wednesday from hh:mm to hh:mm, hh:mm to hh:mm, hh:mm to hh:mm,"* etc. Please note that I cannot guarantee a meeting will be scheduled. Do your best to attend during regular office hours.

Please note that I do not do pre-grading (*"Does my assignment look okay? Is my answer correct?"*), but I can answer specific questions about assignments.

Attendance Policy of CSUMB states:

"It is not possible for the instructor to 'replicate' the day's learning experiences. Therefore, while the instructor is available for general consultation regarding the class's scheduled activities and progress, it is important for students to avoid requesting special assistance of this type from the instructor."

If you have questions about a lecture, **you need to watch the lecture video before the meeting**. This means I will not be able to address any questions that are already clarified in the video. Please note the timestamp of any part of the lecture video you have questions about. The meeting will begin with a discussion of the video. If you do not watch the lecture video beforehand, the meeting will be postponed.

Communication

Please address me as Dr. Tezcan, Professor Tezcan, Dr. Tolga, or Professor Tolga. Any of these you prefer, and refrain from only using my first name.

I do not check my inbox **after 5 pm** and during the weekend. I will respond to your inquiries within 24 hours, except weekends and University holidays. You should check your inbox every day except on weekends and university holidays.

You can reach me via Canvas message or email at ttezcan@csumb.edu. If you have no preference between Canvas messages and emails, please send an email. There is **no need** to mention which class you are in, as I already have that information. If you have a question about a specific assignment, please write the full name of the assignment. Do not need to send me the assignment, just make sure it is under the relevant Google Drive weekly folder.

The feedback for assignments will be provided under the assignment comment section on Canvas. Ensure that you receive timely email notifications whenever feedback is posted on your assignments by [adjusting your Canvas notification settings](#).

Canvas messages and emails are meant to be **short, clear, to the point**, and for **quick communications** that cannot wait. I only reply if there is a question in the message.

If you need to discuss any topics or assignments in more detail, please schedule an appointment. If responding to your Canvas message or email would take **more than five minutes** or **this help cannot be provided via email**, I will ask you to schedule a meeting.

From time to time, you may start the assignments during the flexibility day. Although no questions will be asked, **flexibility day is for extreme situations and should not be**

used habitually. If this is the case, then you should read the instructions, rubrics, and ask me your questions via email or during my office hours. If the questions are sent via email and if this help can be provided through an email, it must be sent before Friday 5 pm so that I can respond. If you email me your questions after **Friday 5 pm**, I will respond on Monday, and you will miss the assignment if there is no submission.

Grading Policy

Information on current CSUMB grading policies for assigning grade point can be found at <https://csumb.edu/catalog/grading-policy-grade-appeals-honors>

Note: The grades are rounded to the next integer; a grade of 89.50 will receive 90 points and a grade of 89.49 will receive 89 points.

Reminder: I use a **weighting system** on Canvas for determining grades. This means that Canvas takes into account the grades of submitted assignments to calculate a student's overall grade. Keep in mind that missed assignments, **particularly in the early weeks of the semester**, can have a significant impact on the overall grade displayed in the Gradebook. Therefore, the grade displayed in the Gradebook **does not fully represent a student's performance**, particularly during the first four weeks of the semester.

Late enrollment

If you are enrolled late in this class, read the syllabus and the welcoming page that was sent through the announcement (check the very top of class Canvas page) immediately. Since you have missed some classes, you can submit lecture reflections to compensate for missed lecture quizzes.

As soon as you are enrolled, email me, and I will reasonably adjust the missed deadlines if you are enrolled after those deadlines. Start with the assignments under the "Getting ready for the class" module (the second module) in the order seen on the Canvas module page, then lecture reflections and other assignments.

How to work for this class?

For regular lectures;

- 1) Do the reading and take notes.
- 2) Review the slides and take notes.
- 3) Watch the lecture video and take notes.
- 4) Review your notes, then take the lecture quiz.
- 5) Complete the assignment.

For lab lectures;

- 1) Do the reading and take notes.
- 2) Review the slides and take notes.
- 3) Upload the specific lab lecture's RScript file to RStudio and watch the lecture video. As you watch, run the codes as shown on the video and take notes.
- 4) For lab lectures, watch the sample lab assignment video and take notes.

- 5) If you have errors in your previous lab assignments, review the correct code and interpretations that I post as Canvas comments. Paste that code into the specific RScript files and run it.

What do grades measure?

The grades measure three items:

- 1) [The proficiency in content]

Students are expected to do readings, review the slides, watch the lecture videos, and ask any questions they have about the assignments before the due date. Students following these steps can become proficient in the subject taught.

- 2) [The ability to be detail oriented]

All assignments come with detailed instructions and sample assignments. The grades measure students' ability to read the instructions, check the sample assignments, and follow the directions.

- 3) [Submitting assignments on time]

The grades also measure if assignments are submitted on time, in other words, the ability to challenge procrastination behavior.

What makes students get lower grades?

Based on my observations and statistical data that I have been collecting over the years, the following habits will cause students to get lower grades:

- 1) [Not reading the instructions or the feedback]

Each assignment comes with detailed instructions, clear rubrics, and samples. Occasionally, students do not read the instructions, rubrics, and samples. These students usually receive lower grades.

Reading my feedback is essential to course success. Whenever students do not receive full credit, they will see my feedback on Canvas

- 2) [Waiting until the last day and hour]

I urge students to submit their assignments prior to or during the deadline day. Submitting assignments during flexibility day must be an exception, not a habit.

While I understand the pressures of balancing multiple responsibilities, the quality of work often tends to suffer when left to the last minute. Submissions made very close to the deadline may not receive the same depth of consideration as those turned in earlier.

- 3) [Showing up towards the end of the semester]

Some students show up after the midterm or towards the end of the semester, expecting to submit missed work. While I acknowledge that other classes might accommodate this, it is not permissible in this class, in accordance with the course

design. Students who miss multiple classes and assignments should communicate with their advisor to learn their options as soon as possible.

On average, in a class of 30 students, three to four students fail for this reason.

However, I have not encountered any student who did not receive very high grades if they consistently attended each class and submitted the assignments by following the directions and the provided feedback.

Frequently asked questions

1) Frequently asked question 1: What should I do if I am frustrated for some reason?

There may be a misunderstanding or mistake on my end. For example, if you notice a discrepancy between the rubric items or course policies and your grade, please reach out to me right away, and I will immediately address any grading issues. I make grading mistakes from time to time. When explaining the discrepancy, refer specifically to the instructions, rubric, and course policy items.

However, ensure your concerns are communicated professionally before emailing or talking to me in person. In other words, when reading your email or speaking with you, I should not be able to tell that you are frustrated. I will not respond to emails that convey frustration, and repeated instances of this nature will be reported. This also applies to face-to-face conversations.

2) Frequently asked question 2: Should I email you if I have to miss an assignment?

No. Explanations about late assignments create an unintended hierarchy between professors and students, and may give an extra power to professors that is neither necessary nor desired. I am a facilitator of this class, not your employer, and aim to avoid such hierarchies in our learning environment and in my workplace.

I hold no negative views toward those who miss assignments, nor do I hold positive views toward those who provide explanations. What is more, my perception of you has no effect on your grade.

If you would like, I am happy to talk with you during office hours, about what might be preventing you from showing your full potential in the class. I can also offer some tips on time management and guidance on campus resources. However, please do not expect me to make exceptions.

The course policies and procedures are designed to accommodate various situations without requiring individual explanations. Focus on following the established guidelines for missed classes or assignments, as outlined in the syllabus, rather than sending explanatory emails.

In short, please do not email me if you have to miss or did miss an assignment.

For low lecture quiz grades:

- If you wish, you can submit a lecture reflection to replace a low lecture quiz grade.

For missed assignments:

- Use the flexibility day (**no deduction**) and three-day window option (a **10% deduction** will be applied for the first day of delay, a **15% deduction** for the second day of delay, and a **20% deduction** for the third day of delay). If not, focus on the upcoming assignments and plan ahead to avoid falling further behind in the course.

Having an official documentation:

- If eligible, an official documentation will not excuse you from completing the work, but may extend the deadlines by a few days. If your situation is eligible, [fill out this form](#) and attach your documentation there.

3) Frequently asked questions 3: Do you check in?

No. You are very welcome to discuss any course-related topics or academic concerns. Answering your questions and helping you succeed academically is my job. However, while it might seem caring and supportive for a professor to check in regularly with students, it can inadvertently create a dependency. This can undermine your ability to self-regulate and take ownership of your educational journey.

You should have the freedom to manage your own educational journey, including the choice to disengage if you so decide. You may have reasons for missing classes or assignments that you prefer not to discuss, and proactive check-ins could feel intrusive and create pressure for you to explain yourself. By encouraging you to take initiative in reaching out, I aim to foster a sense of autonomy, responsibility, accountability, and self-management. I encourage you to be proactive and take charge of your learning.

Professionalism

Professionalism refers to the behaviors and attributes consistent with standards and expectations of a particular profession or field of study. Within the context of this course and academia at large, professionalism encompasses a commitment to learning, respect for others, accountability, ethical behavior, professional communication, and not asking for a special treatment.

Expectations:

In this course, I expect the following from each student in terms of professionalism:

1) [Commitment to Learning]

- Be punctual and attend all scheduled classes.
- Come prepared for each class, having completed the required readings
- Actively participate in discussions, group projects, and other course activities.
- Follow your professor's directions.
- Seek help when needed, whether from peers or the professor.

2) [Respect for Others]

- Treat fellow students, the teaching team, and guest speakers with courtesy and respect.

- Listen actively when others are speaking and avoid interrupting.
- Be respectful of diverse viewpoints and experiences, fostering an inclusive classroom environment.

3) [Accountability]

- Take responsibility for your own learning, actions, and mistakes.
- Adhere to deadlines for assignments and exams.
- Communicate any issues or concerns with the course or material in a timely and constructive manner.

4) [Ethical Behavior]

- Uphold academic integrity by avoiding plagiarism, cheating, or any dishonest practices.

5) [Professional Communication]

- Use appropriate and respectful language in all communications.
- Please remember that my instructions and rubrics assess your submission, not you as an individual. **It is never personal.** I ask that you communicate with me in a constructive and respectful manner and avoid taking feedback personally.
- If you notice a discrepancy between the rubric or course policy items and your grade, please reach out to me right away, and I will address any grading issues. When explaining the discrepancy, please refer specifically to the rubric and/or course policy items.
- Check and respond to course-related emails and feedback in a timely manner.

6) [Not asking for a special treatment]

- I believe in upholding the standards and rules outlined in my syllabus. The syllabus serves as a contract between myself and my students, and it is important that I adhere to the policies outlined in it. As such, I cannot and will not make exceptions for individual students.

Other course policies

Gift Policy

I will not accept a gift or anything else of value from a student, even a gift or item that you may consider has only nominal or limited value. I only welcome handwritten cards and notes.

Academic Integrity

Academic integrity is of central importance to an education at CSUMB. The core of this integrity resides in the scholastic honesty of the CSUMB community, and therefore, is the responsibility of all students and faculty to uphold and maintain. Forms of academic dishonesty include: cheating, fabrication, plagiarism, and collusion in any of these

activities. We value informal resolution of academic integrity allegations; however, students discovered to have engaged in academic dishonesty will be sanctioned.

View the [Academic Integrity Policy](#). Using others' ideas and words without clearly acknowledging the source of that information is considered plagiarism and is a serious violation of the honor code of the CSUMB. Submitting plagiarized work will automatically result in a failing grade in this course and will be reported to the relevant authorities in the university.

Accommodation

If you are a student with a disability that may impact your performance in this course, please make an appointment with the Student Disability and Accessibility Center (SDAC) as soon as possible to discuss your needs. Upon receiving an authorized SDAC accommodation, please schedule an appointment with me to review your accommodations. For any questions, please contact the Student Disability and Accessibility Center at (831) 582-3672 or sdac@csumb.edu.

Veterans and Active Duty Personnel

Veterans, active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor. (831) - 582-5720

Freedom from Discrimination and Harassment

CSUMB is committed to creating and sustaining an environment free of discrimination, including sexual misconduct, dating and domestic violence, and stalking. If you experience discrimination of any kind, CSUMB encourages you to utilize the resources described below.

To report any type of discrimination

- Title IX/DHR (Discrimination, Harassment & Retaliation)
 - 831-582-3510
 - Email: wensmith@csumb.edu (Email is recommended for fastest response)

To report discrimination as a crime and/or safety assistance

- University Police Department
 - Emergencies: 911
 - Non-emergencies: 831-655-0268

For confidential support

- Campus Advocate/Monterey County Rape Crisis Center
 - Call or text: 831-402-9477
 - 24 hour crisis line: 831-375-4357
- Personal Growth and Counseling Center (PGCC)
 - Call: 831-582-3969

Wellness

CSUMB believes that wellness matters. As a college student, you may sometimes experience problems with your wellness that interfere with academic success and negatively impact daily life. An important part of college is learning how to respond to these problems and seek guidance. Departments within Health & Wellness Services can support you in achieving and maintaining physical, mental, emotional, and spiritual wellness. To learn more about these resources go to <https://csumb.edu/hw>.

Enrollment and Registration Policy

Please see Enrollment and Registration Policy at <https://csumb.edu/policy/enrollment-and-registration-policy>

Academic Support (CLC)

The Cooperative Learning Center (CLC), a campus-wide tutoring program, is free and open to all students and offers peer tutoring services and workshops. It seeks to provide high-quality learning assistance in computer technology, math, science, writing, languages and study strategies aimed at enhancing learning needs at all ability levels. CLC works with students to expand their knowledge and abilities by empowering them to become independent learners. CLC tutors, staff, and faculty work together to design and offer effective, collaborative, and active learning experiences. We provide tutors with the opportunity to develop teaching, leadership, and communication skills. CLC is located in the Library, 2nd floor, (831)-582-4104 (clc@csumb.edu) <https://csumb.edu/academics/academic-support-services>

Student Support Services

[Link](#) to the Library

[Link](#) to CSUMB Library Online Journal Articles

[Link](#) to the Bookstore

[Link](#) to Cooperative Learning Center

[Link](#) to Student Health Center

[Link](#) to Student Recreation Center

[Link](#) to Outdoor Recreation

[Link](#) to Enrollment & Registration Policies

- [Affordable Learning Solutions](#)
- [Food Pantry](#)
- [Otter Eats](#)
- [Basic Needs Referral Form](#)
- [Otter Outfitters](#)
- [Campus Advocate](#)
- [On campus jobs for students](#)
- [Information from PGCC on supporting emotionally distressed students](#)

Technical Skills

Students are required to have:

- Ability to use a browser and navigate the web
- Ability to copy and paste a URL or link

- Ability to create a WORD document or PDF and upload
- Ability to create a screen capture video & upload to YouTube or Upload & share to Google Drive

Technology Support

If you are experiencing issues with any technology to access the course such as your Canvas account, or your CSUMB email, access the following resource:

- For log in to Canvas or CSUMB Gmail issues contact Help Desk M-F 8-5pm: 831-582-HELP
- Campus Hardware/Software: Submit a Help Desk Ticket Request for any technology access issues.
- For support with learning how to use hardware software contact: CLC or Library Student Help Desk by Pete's.

Campus wide safety guidelines

Please see the Campus wide safety guidelines at

<https://csumb.edu/police/crime-prevention/>

Use of Student Work in Teaching

On occasion, I use samples of students' work to evaluate the effectiveness of teaching and learning or classroom exercises. I do not include students' names or other identifying information. If you would prefer that none of your class submissions be used in this manner, please notify me (by email) prior to the end of the term.

Privacy Statement

Course materials (videos, assignments, discussions, etc.) are for use in this course only. You may not upload them to external sites, share with students outside of this course, or post them for public commentary without my written permission. Sharing information about our course community (including discussions, activities, presentations, student work, etc.) with others is a serious violation of the honor code of the CSUMB.