



SSCI 321-90 (43884)

Survey Research in the Social Sciences (3 units)

Fall 2026

Class Information

This is an asynchronous course.

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.

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, or Chromebook with a charging cable
- RStudio (Posit) Cloud account ([Product accessibility page](#))

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[\[Course schedule\]](#) - [\[Course structure\]](#) - [\[Late submissions\]](#) - [\[Course policies\]](#)

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.

Prerequisite(s)/Corequisite(s):

Area A1 and A2 and A3 and B4 with a C- or better and STAT 100

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) 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) Learn how to develop research questions, write hypotheses, and apply appropriate methods for research.
- 3) Acquire critical skills to interpret social research outcomes.
- 4) Recognize the ethical research issues involving ensuring ethical standards.
- 5) Critically interpret and discuss the key strengths and limitations of survey research methods.
- 6) Understand and evaluate the interaction between theory and research.
- 7) Gain the ability to run analyses in RStudio.

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	40
3. Exams	30
3.1. Midterm	10
3.2. Final exam	20
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. The rubrics are in the assignment files.

When there is a guidance link in an assignment, students are expected to review those resources, which include specific policies related to the assignment.

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 at least 70/100 from this assignment and keeping the Google Drive class folder until the end of the semester students cannot continue the course. There is one more assignment having the same policy. Without receiving at least at least 70/100 from “RStudio lab assignment: account and packages” assignment, students cannot continue the course. These assignments can be resubmitted within the deadline period unlimited times.

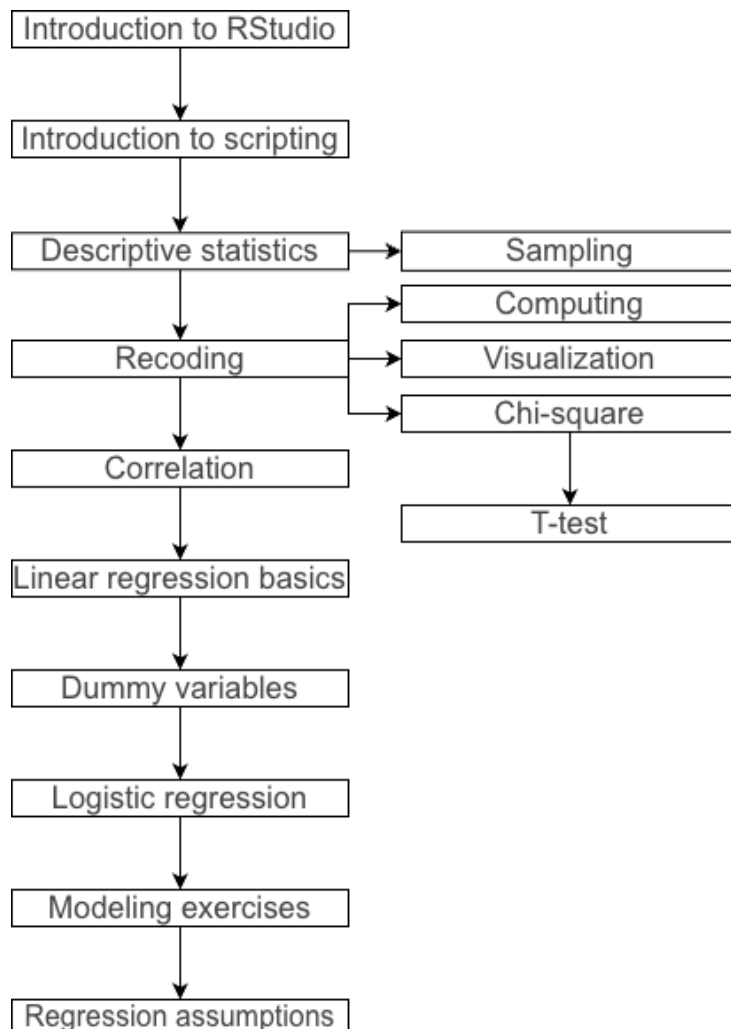
2) [Lab assignments] (40%)

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) [Exams] (30%)

There will be a **midterm (10%)** and a **final exam (20%)** 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 (08/24 - 08/30)	Social research: why and how
Week 2 (08/31 - 09/06)	RStudio: Introduction to R and RStudio The ABC's of a research project
Week 3 (09/07 - 09/13)	RStudio: Introduction to data and scripting Introduction to survey methodology
Week 4 (09/14 - 09/20)	RStudio: Descriptive statistics Concepts and indicators
Week 5 (09/21 - 09/27)	RStudio: Recoding Sociology of poverty - Interpreting numbers
Week 6 (09/28 - 10/04)	RStudio: Computing Non-probability sampling methods
Week 7 (10/05 - 10/11)	RStudio: Chi-square Probability sampling methods
Week 8 (10/12 - 10/18)	RStudio: T-Test Research ethics
Week 9 (10/19 - 10/25)	RStudio: Probabilistic sampling Midterm (Due by 10/24 - 11:59pm)
Week 10 (10/26 - 11/01)	RStudio: Visualization Asking questions
Week 11 (11/02 - 11/08)	RStudio: Correlation Qualitative interviewing
Week 12 (11/09 - 11/15)	RStudio: Linear regression basics Self-completion questionnaires
Week 13 (11/16 - 11/22)	RStudio: Dummy variables Focus groups
11/23 - 11/29	Fall Break
Week 14 (11/30 - 12/06)	RStudio: Logistic regression RStudio: Modeling exercises
Week 15 (12/07 - 12/13)	RStudio: Regression assumptions and diagnostics
Week 16 (12/14 - 12/20)	Final exam (Due by 12/15 - 11:59pm)

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 course materials?]

Course materials are on the modules page. See the "Guidelines" > "Class structure, materials, and due dates" on Canvas (the first module called "Resources").

3) [Using Google Drive LTI]

Assignments should be submitted to Canvas using Google Drive LTI 1.3. Assignments should not be attached. For this class, students will not download or upload any documents.

See the "Guidelines" > "Assignment submission" > "How to submit an assignment" page on Canvas (the first module called "Resources"). 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" > "Assignment submission" > "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" > "Assignment submission" > "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 the "Guidelines" > "Assignment submission" > "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 the "Guidelines" > "Assignment submission" > "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. Text-to-voice is only allowed if the Google Doc text-to-voice feature is used.

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.

8) [No exception]

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 will not make exceptions or provide extra credit opportunities for individual students.

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).

In such cases, [students must fill out this form](#) 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

Attendance policy

The attendance policy can be found at <https://csumb.edu/cad/attendance-policy/>

Attendance in an online course requires that you access the resources provided through your course website in a timely manner and engage with the assignments as instructed. Your engagement will be determined through assignment submissions and data log reports.

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 missed lecture, you need to study the course material. Please note the specific parts of the course material that you have questions about. The meeting will begin with a discussion of those specific parts. If you do not study the course material 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.

Using the same assignment from previous semesters

Using the same assignment from previous semesters is **not** allowed. All assignments must be newly completed for this course. Reused or similar work will receive no credit.

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?

- 1) Do the reading and take notes.
- 2) Review the lecture pages and take notes.
- 3) **[For lab lectures]**
 - a) Upload the specific lab lecture’s R script file to RStudio. As you read the lab pages, run the codes as shown on the lab pages.
 - b) 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 R script files and run it.
- 4) Review your notes, then complete the assignment.

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.

Other course policies

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.

All assignments submitted for a grade in this class must be your individual work unless otherwise indicated. Student work will be authenticated by submission in class for in-person instruction and through Canvas for online instruction.

Grade appeal policy

For information about grade appeals, please refer to the [Grade Appeal Policy](#).

Disability services

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.

Student Support Services

The Center for Student Success provides resources related to academic probation, time management, reducing anxiety and stress, improving note-taking and study strategies, goal setting, and more. For more information, please see the [Center for Student Success website](#). The Cooperative Learning Center (CLC) provides free tutoring services in a variety of subject areas. For more information, please see [the CLC website](#). The Personal Growth and Counseling Center (PGCC) provides students with access to crisis care, therapy, and wellness programs designed to support well-being and academic access. For more information, please see the [PGCC website](#).

Enrollment and registration policy

Please see [Enrollment and Registration Policy here](#).

Campus wide safety guidelines

Please see the [Campus wide safety guidelines here](#).

Technical Problems

If you encounter any technical difficulties, contact the instructor immediately to document the problem. Then, contact the [Technology Help Desk](#) (First floor, Tanimura & Antle Family Memorial Library; 831-582-4357; technology_help_desk@csumb.edu)

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.

Collection of student work for assessment

CSUMB is committed to providing excellent and innovative curricula and educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements, the University and its programs regularly evaluate student work to assess student achievement of learning outcomes. CSUMB obtains, evaluates, and retains samples of student work from designated assignments in representative courses. This work includes, but is not limited to, papers, exams, creative works, recordings of oral presentations, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs. Instructor and student names will not appear in any assessment results.

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.

Syllabus subject to change

I reserve the right, upon reasonable notice to the class, to modify the assignments. Students shall be notified any substantive changes (e.g., change in due dates or change in point value of an assignment) to the syllabus.