



## **SOC 399 (23523)**

### **Contemporary Immigration in Global Perspective (3 units)**

Spring 2026

#### **Class Information**

This is an in-person course.

##### **Class time**

Monday and Wednesday, 10:00 – 11:15 am.

##### **Class location**

[CAHSS](#) - 1102

##### **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](mailto: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
- Paper and pen for note taking

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## Overview of the course

### Catalog description

Examines contemporary immigration issues and the relationships between immigrants and existing institutions and identities. Topics include assimilation and integration, the children of immigrants and socio-economic mobility, transnational movements, undocumented immigration, racism, and xenophobia within the immigration context, return, circular and onward migration, and the criminalization of immigrants.

### Prerequisite(s)/Corequisite(s):

GE Areas A1 and A2 and A3 and B4 with a C- or better

### Purpose and structure of the course

While immigration transforms societies, institutions, and identities, it constitutes the major mark of social and population change. Additionally, in the post-industrial economic era, migration motives, directions, and flow channels have dramatically changed. Understanding the causes, consequences, and contexts of immigration means understanding the spaces of belonging, construction of collective identity, and (dis)functions of various institutions. This course focuses on this dynamic topic: immigration. However, our examinations of immigration will accomplish more, providing an opportunity to explore many dimensions of sociology as a discipline and human social life as a subject of study: we will also pay special attention to the contemporary immigration issues and the relationships between immigrants and existing institutions and identities, such as assimilation and integration, children of immigrants and the socio-economic mobility, transnational movements, undocumented immigration, racism and xenophobia within the immigration context, and return migration.

Throughout the course, we will address the following questions:

What is immigration, and how do governments regulate it? Why do people move? How do immigrants fare in their new environment? Are immigrants and their children becoming part of the mainstream in their adoptive countries? What are the consequences of immigration? How do migrants arrive at, adapt within, and settle into destinations? How have acts of migration transformed notions of family, identity, and community in origin communities? How do the immigrants' transnational identities redefine nation-states?

Students will also gain experience in conducting content analysis research and writing a research memo focusing on their interests within the immigration context.

### General Education Learning Outcomes

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

- 1) **Analysis:** Describe one or more social issues using basic principles of the discipline.
- 2) **Research:** Analyze existing disciplinary research on a social issue.
- 3) **Personal and Professional Responsibility:**
  - a) Explain how one's diverse identities relate to disciplinary-specific methodologies.
  - b) Analyze ethical issues within the discipline.

- c) Apply professional codes of ethics relevant to the discipline in analyzing social issues and/or disciplinary methodologies.

### Course Learning Outcomes

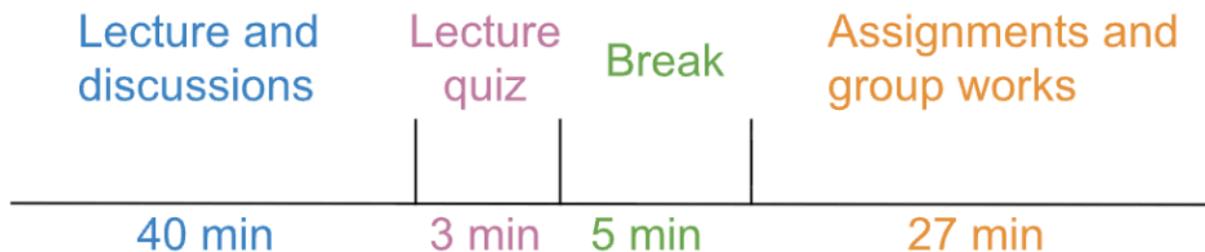
- 1) Identify, explain, and apply the basic concepts of social research.
- 2) Learn how to develop research questions, write hypotheses, and apply appropriate methods for research.
- 3) Understand the central issues associated with immigration studies.
- 4) Develop an understanding of basic migration patterns.
- 5) Understand the contemporary trends in international migration.
- 6) Assess the factors that affect the integration of immigrants and their children.
- 7) Explain and analyze the complex nature of transnational migration and its impact on social and cultural life.
- 8) Analyze and evaluate the empirical evidence on international migration.

### Course requirements

#### Lecture structure

Our class sessions, excluding a 5-minute break, span 70 minutes. Every minute of this time is carefully planned; each minute has a specific role and function. The lectures are structured to be concise and focused for optimal utilization of time.

The general format of the lectures is as follows, though note that adjustments may be made for certain specific lectures:



## Assignments

Grades will be based on 100 points divided as follow:

**Table 1. Course requirements and grading distribution**

|  | % of final points |
|--|-------------------|
| 1. Lecture assignments                 | 40                |
| 2. Lecture quizzes                     | 25                |
| 3. Participation and class citizenship | 5                 |
| 4. Research memo                       | 30                |
| 4.1. Draft research memo               | 10                |
| 4.2. Presentation                      | 10                |
| 4.3. Final research memo               | 10                |
| Total                                  | 100               |

### 1) [Lecture assignments] (40%)

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 full credit from this assignment and keeping the Google Drive class folder until the end of the semester students cannot continue the course.

### 2) [Lecture quizzes] (25%)

Following each lecture and before the break, students will take a short in-class lecture quiz related to the lectures’ highlights and key points (4-6 multiple choice questions).

Quizzes are exclusively conducted during class time with an access code and cannot be taken outside this period. These quizzes are **time-limited** and there is **no retake option**. Students should click “submit” before the time is up.

All questions will be explained right after the break. It is advised to jot down extra notes while these explanations are given as the same questions may appear in the following quizzes. Questions about class policies may also appear. Once the quizzes are completed, the questions will no longer be visible.

Students **should** arrive in the classroom a few minutes early to log into Canvas so that they do not spend their quiz time on logging in and completing Okta Verify steps.

Students who share access codes with peers not present in the class will receive a zero for the quiz and an assignment they received or will receive full credit for, and the absent peer will also incur the same penalty. Repeated actions of this nature will be treated as an academic violation and result in failing the class.

Students who do not show up to class, regardless of the reason, are absent and their quiz score is automatically zero. They **cannot** take the quiz outside the classroom **under any circumstances**. Those students can submit a lecture reflection, if they prefer, as detailed below.

### 2.1) [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.

### 3) [Participation and class citizenship] (5%)

Students are expected to participate in class-wide discussion sessions by asking or answering questions and sharing insights. One of the best opportunities for earning points from the participation and class citizenship grade is to lead a discussion and participate in those discussions. Discussion questions are on lecture slides, which are shared in advance. Be sure to read these questions before class.

While participation increases your grade, the following items lower it:

- 1) **Being absent** from the classroom before the lecture begins (arriving late).
  - Should I ever be late to a class, even by a second, present students will receive a **10% bonus** on that specific lecture's assignment. In the event of a lecture cancellation, students will receive a **1% bonus** to their overall grade.
- 2) **Being absent** from the classroom after the break.
- 3) **Leaving** the classroom before being dismissed (except during the break).
  - Including packing up items, zipping backpacks, rustling around for items in bags before the class ends.
  - Students may leave the classroom if they submit the assignment to Canvas before the class ends. For group work, each member of the group should submit the assignment to Canvas before the class ends.
- 4) **Not bringing** a fully charged laptop/tablet with a charging cable.

- 5) **Touching** any electronic devices (phone, laptop, tablet, smart watch, using earpods, etc.) except during breaks and when instructed.
  - During assignments and group work, only laptops/tablets are allowed. Phones are allowed for Okta-verify. Earpods are not permitted, except during breaks.
- 6) **Not following** the instructions for in-class exercises, group work, lecture, and seating settings.
  - For example, during the last portion of the lecture when students work on assignments, I should be able to see their screens to provide immediate feedback and see their progress.
- 7) **Not working** on assignments with full attention and effort during designated times until the class ends and doing something else, such as checking inbox or working on other assignments.
- 8) **Not participating and collaborating** with peers during group work.

There will be no verbal reminders during or after the lecture regarding the items listed above; explanations will be provided under the “Participation and class citizenship” item on Canvas as a comment. For example, if students use electronic devices when not instructed to do so, they will not be reminded of this policy.

Taking this course means these terms are accepted. If there are any concerns regarding my method for assessing the items above, I can explain the reason by calling students out during the class by briefly pausing the lecture, if a student requests this approach via email in advance.

**The first instance of each item** will not affect the participation and class citizenship grade, but any additional instances will result in a 10% deduction. Participation and class citizenship will be graded three times throughout the semester, and if no points are deducted from the list above, six instances of participation for each score guarantee full credit. If students do not lose points from the list above but also do not participate, the lowest possible score is 70. I use a sheet to track how many times each student participates, and students are encouraged to check it before or after class or during breaks.

#### 4) [Research memo] (30%)

During the term, students will be conducting content analysis focusing on any subject from the syllabus and addressing their own research interests. The research can be about any social issues with a sociological focus. Contents may be drawn from newspaper articles, social media (YouTube comments, Twitter, Facebook, Instagram, TikTok, etc.), movies, series, documentaries, or any kind of video. There are three divisions of the term project:

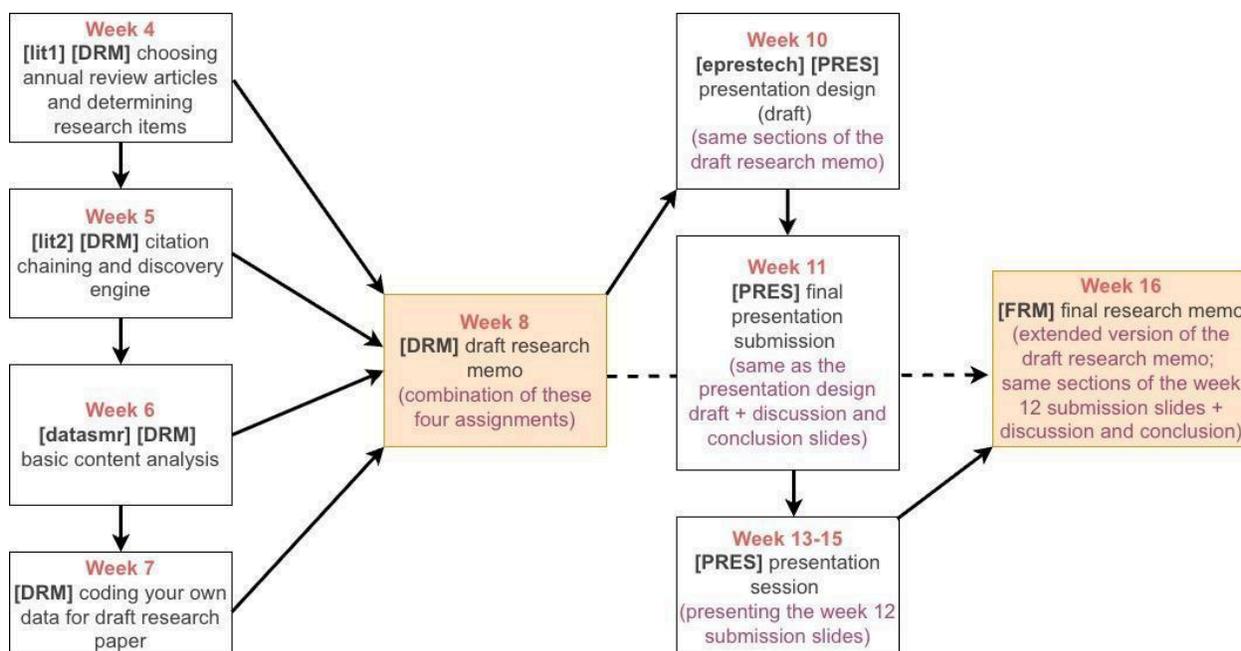
- (1) **[DRM]** Draft research memo (10 points – 10%),
- (2) **[PRES]** Presentation (10 points – 10%),
- (3) **[FRM]** Final research memo (10 points – 10%).

There are assignments designed to assist students in preparing components of the research memo “Research Memo (30%)” item. These assignments are identified by the

label “[DRM]” (Draft Research Memo), “[PRES]” (Presentation), or “[FRM]” (Final Research Memo) in their names. Even if students miss these assignments (see figure below), they will eventually need to prepare them for the draft research memo, presentation, and final research memo.

Draft research memo, presentation, and final research memo without data analysis ([DRM] coding your own data for draft research memo) (Week 7 assignment) will automatically receive zero. Mathematically speaking, students who do not complete this assignment will fail. This assignment will be assigned twice. If students receive, for example, a maximum 85 from one of these assignments, the maximum grade they can get from draft research memo, presentation, and final research memo is 85. Even if students do not submit [DRM] coding your own data for draft research memo assignment on time, they eventually need to prepare it and ask for my feedback.

**Figure 1. Steps of draft research memo, presentation, and final research memo**



**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**

| <b>Week</b>             | <b>Lectures</b>   |
|-------------------------|---|
| Week 1 (01/19 - 01/25)  | <b>No class on Monday</b><br>Welcome - Syllabus and course content ( <b>Wednesday</b> )                               |
| Week 2 (01/26 - 02/01)  | Why do people migrate?<br>Who does migrate?   |
| Week 3 (02/02 - 02/08)  | Introduction to assimilation theories<br>Social research: why and how   |
| Week 4 (02/09 - 02/15)  | The ABC's of a research project<br>Literature review I: systematic review articles and citations                      |
| Week 5 (02/16 - 02/22)  | Mass and social media research<br>Literature review II: citation chaining and discovery engine                        |
| Week 6 (02/23 - 03/01)  | Data collection in mass media research<br>Content analysis and coding with Google Docs                                |
| Week 7 (03/02 - 03/08)  | Group conflict<br>Group contact   |
| Week 8 (03/09 - 03/15)  | Children of immigrants<br><b>Midterm (Draft research memo due by 03/14)</b><br><b>[No class on 03/11 - Wednesday]</b> |
| Week 9 (03/16 - 03/22)  | Social identity of immigrants<br>Migrant networks   |
| Week 10 (03/23 - 03/29) | Effective presentation techniques<br>Intergenerational relationships  |
| 03/30 - 04/05           | <b>Spring break</b>   |
| Week 11 (04/06 - 04/12) | Grandparental involvement<br>The sociology of border  |
| Week 12 (04/13 - 04/19) | Immigration and crime<br>Return migration   |
| Week 13 (04/20 - 04/26) | Marriage migration and religiosity<br>Presentation session 1  |
| Week 14 (04/27 - 05/03) | Presentation session 2<br>Presentation session 3  |
| Week 15 (05/04 - 05/10) | Presentation session 4<br>Presentation session 5  |
| Week 16 (05/11 - 05/17) | <b>Final (Final research memo due by 05/12)</b>   |

## Course structure

### 1) [Note-taking; paper-and-pen method]

During class, students are expected to take notes using pen and paper rather than electronic devices. Some prefer using keywords or phrases, while others write more complete thoughts. However, note-taking does not mean copying every word from the slides. I will not be able to pause the lecture to wait for students to transcribe the slides. If students find it helpful, they may transcribe some parts of the slides before class until they develop a note-taking approach that works best for them.

### 2) [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.

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

Readings, slides, lecture videos, and sample lab assignment videos are on the modules page. See the "Guidelines and rubrics" > "Where are the readings, slides, and lecture videos?" page on Canvas (the first module called "Resources").

### 4) [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 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.

### 5) [Incorrect submissions]

#### 5.1) 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.

### **5.2) 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").

### **5.3) 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.

### **6) [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.

### **7) [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) 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.

## 8) [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.

## 9) [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 cannot and will not make exceptions for individual students.

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)<br>1 day late                              | Day 5<br>2 days late | Day 6<br>3 days late | Day 7<br>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

### Attendance policy

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

In case of absence, a lecture reflection can replace missed lecture quiz grades.

### What are the benefits of attending classes?

- **Less work:** No need to write a 700-word lecture reflection to compensate for each missed lecture quiz.

- **Better comprehension:** During the 30-40 minute lecture, you will take notes for lecture quizzes, helping you better understand the content.
- **Immediate feedback:** After the lecture quiz and a 5-minute break, you will begin the assignment, and I will provide individual feedback right away and answer any questions.
- **One-on-one meetings:** I always arrive 15 minutes early to the class and stay 15 minutes late. Schedule an appointment and ask me your questions before or after class, or during the break.
- **Making friends and networking:** Over half of the assignments are done in groups (2-3 members, with different peers each class). This helps you make friends and look forward to seeing each other.
- **College Experience:** Regular attendance provides a real college life experience. College is more than grades; it is about networking and developing social skills.

### 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](mailto: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) Attend the classes.
- 2) Do the reading before coming to class.
- 3) Review the slides before coming to class.
- 4) Take notes during the class (paper-pen-method).
- 5) Watch the lecture videos after class if you were late or struggled.

## 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 or a class?

**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 question 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.

## 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](mailto: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](mailto: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.