

## **Pols 432: Asia and Development**

Cross-listed as Econ 339: Growth and Development and Sise 379  
Spring 2026, Monday and Wednesday 1-2:15, Langner 231

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Student Office Hours: Tuesday 8:15-9:15 and 1:15-2:15, Thursday 1:15-2:15  
Syllabus Updated: January 15, 2026  
One Drive Link: <https://pols.tiny.us/432spring2026>

**Course Description:** How can people engage with issues of inequality and discrimination to improve their lives? Civilization is plagued with problems --- health, poverty, instability, and lack of voice --- that people are working to address. We explore the politics of developing nations and of development, paying special attention to problems that impact people in a wide range of countries that are still growing and developing. Our work will manifest in a set of legal research projects. While the project will focus on Asia (particularly India), the rest of the course content will generalize across developing nation contexts.

Prerequisites: Pols 235 or 237 or instructor permission.

Text: None. See readings on Brightspace.

Catalog Description: The politics of Asia with a focus on political and economic development. The course includes comparisons with developing countries outside Asia.

### **Student Learning Objectives:**

At the completion of this course, students will be able to:

1. Describe major themes and theories in the politics of development.
2. Analyze current development problems and suggest solutions to these problems.
3. Work as part of a team to produce relevant legal analysis.
4. Develop career-oriented skills in collaboration, project management, and teamwork.

### **Course Philosophy:**

This course is being taught as part of the Department of Political Science, Sociology, and Geography Research Lab. Lab courses are small seminars wherein students work together to complete major research-related projects. In addition, all lab courses are focused on developing teamwork, project management, and career-focused skills. This course focuses on learning basic principles of legal research.

A note on the course content: economic and political systems produce immense wealth and success for some, but not all. As this is a political science course, our focus is on critically examining these systems to improve them. Therefore, the intersection between economic struggles and personal stories often results in profoundly challenging, yet important, reading and discussions. Course readings include descriptions of a wide range of potentially sensitive topics.

**Assignments:** This course is contract graded with four contract evaluation points throughout the semester.

	“A” Contract	“B” Contract	“F”
Reading Journals	Complete at least 15 reading journals of the 18 possible	Complete at least 12 reading journals of the 18 possible	Complete fewer than 12 reading journals of the 18 possible
Reading	Spend at least one hour reading	Spend at least 40 minutes reading	Spend less than 40 minutes reading
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Class Engagement	Ask questions and participate <u>in each</u> class. Uses electronic devices appropriately	Ask questions and participate <u>in each</u> class. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately
Discussion Leader and Observation	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Miss an assignment or evaluate yourself lower than a “B”
Country Comparison	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as lower than a “B” on this assignment
Development Proposal and Debrief	Evaluate yourself as an “A” on this assignment	Evaluate yourself as a “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Time Log	Satisfactory time log with at least 28 hours	Satisfactory time log with at least 20 hours	Unsatisfactory time log with fewer than 20 hours

## Project Overview:

Our task is to conduct original legal research related to the politics of development. The exact research question is up for us to collectively decide. However, we will choose from one of the following cases. The common thread of these cases is that they all have applications to a country in Asia and to the United States. This will enable us to do legal research in both settings.

- 1984 Bhopal, India disaster at Union Carbide Corporation plant released toxic chemicals killing 3,787 and injuring 574,366.
- Monsanto litigation related to use of Agent Orange (Vietnam and the United States).
- 2012 Dhaka, Bangladesh garment factory fires killed 117 and injured 200.
- 2013 Dhaka, Bangladesh Rana Plaza building collapse killing 1,134 and injuring 2,500.
- *Doe v. Exxon Mobile Corporation* 2023 case for human rights violations in Aceh, Indonesia.
- *Doe v. Unocal Corporation* 2002 case for human rights violations in Myanmar.
- 1Malaysia Development Berhad 2009 embezzlement scandal.

We will select one of these cases to examine. I expect that we will work individually and in teams to produce some/all of the following outputs: case brief, client letter, brief, amicus brief,

oral arguments, and other, similar forms of legal research. The semester will culminate with a simulation of a hearing (or trial depending on the case) where the class will play the roles.

**Topics and Readings:** Below is the schedule of reading and assignments for each class. I may change the course outline, but I will give you plenty of prior notice.<sup>1</sup>

January 14: Introduction and Course Purpose

January 21: Colonial Legacies

- Reading Due: Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. “The Colonial Origins of Comparative Development: An Empirical Investigation.” *The American Economic Review* 91(5): 1369-1401. (Practice your reading skills; this article is long).
- Assignments Due: Beginning of semester survey. Complete and upload initial contract.

January 26: Poverty Traps

- Reading Due: Banerjee, Abhijit, and Esther Duflo. 2011. *Poor Economics*. New York: PublicAffairs. Chapter 1 (pp. 1-15).
- Countries: Pakistan and Hong Kong.

January 28: Hunger and Food Aid

- Reading Due: Banerjee and Duflo. Chapter 2 (pp. 16-37).
- Countries: Afghanistan and Kazakhstan.

February 2: Health

- Reading Due: Banerjee and Duflo. Chapter 3 (pp. 38-66).
- Countries: Myanmar and Japan.

February 4: Project Workday in Class

- Assignments Due: Contract evaluation.

February 9: Development Projects

- Reading Due: United Way of San Antonio and Bexar County. 2024. *Request for Proposal*.

February 11: Education

- Reading Due: Banerjee and Duflo. First part of chapter 4 (pp. 67-82).
- Countries: Nepal and Singapore.

February 16: School Systems

- Reading Due: Banerjee and Duflo. Second part of chapter 4 (pp. 83-97).

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<sup>1</sup> I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

- Countries: Bhutan and Azerbaijan.

February 18: Family Size and Planning

- Reading Due: Banerjee and Duflo. Chapter 5 (pp. 98-123).
- Countries: Oman and China.

February 23: Development Proposal Workday in Class

- Reading Due: None.

February 25: Development Proposal Presentations

- Reading Due: None.
- Assignments Due: Development Proposal.

March 2: Development Proposal Debrief

- Reading Due: None.
- Assignments Due: Development Proposal Debrief.

March 4: Project Workday in Class

- Assignments Due: Contract evaluation. Optional mid-semester survey.

March 16: Economic Shocks and Insurance

- Reading Due: Banerjee and Duflo. Chapter 6 (pp. 124-145).
- Countries: Kyrgyzstan and South Korea.

March 18: Lending to the Poor

- Reading Due: Banerjee and Duflo. Chapter 7 (pp. 146-169).
- Countries: Laos and Qatar.

March 23: Saving Money

- Reading Due: Banerjee and Duflo. Chapter 8 (pp. 170-190).
- Countries: Syria and Israel.

March 25: Entrepreneurs and Jobs

- Reading Due: Banerjee and Duflo. Chapter 9. (pp. 191-219).
- Countries: Georgia and Vietnam.

March 30: Policies and Decentralization

- Reading Due: Banerjee and Duflo. First part of chapter 10 (pp. 220-238).
- Countries: Philippines and Russia.

April 1: Clientelism and Weak Institutions

- Reading Due: Banerjee and Duflo. Second part of chapter 10 and conclusion (pp. 239-255).
- Countries: Saudi Arabia and Mongolia.

April 6: Project Workday in Class

- Reading Due: None.
- Assignments Due: Contract evaluation.

April 8: Violence and Data

- Reading Due: O’Brochta, William, and Sunita Parikh. 2025. “Quantifying and Contextualizing Violent Collective Action Event Datasets.” *Social Indicators Research* 176: 883-902.
- Countries: Indonesia and India.

April 13: Representation

- Reading Due: India qualitative interview transcripts.
- Countries: United Arab Emirates and Turkey.

April 15: Political Institutions

- Reading Due: OSCE. 2025. *Republic of Tajikistan Parliamentary Elections Needs Assessment*.
- Countries: Tajikistan and Timor-Leste.

April 20: Sustainable Development

- Reading Due: Asian Development Bank. 2024. *Pillars of Progress*.
- Countries: Turkmenistan and Maldives.

April 22: Class Choice

- Reading Due: None.

April 27: Simulation Preparation

- Reading Due: None.

April 29: Simulation Preparation

- Reading Due: None.
- Assignments Due: Contract evaluation.

Final Exam Period: Project Simulation (complete end-of-semester survey in class)

## **Description of Assignments:**

### **Reading Journals**

This course requires you to read intentionally every day before class. To facilitate this, you will submit a reading journal entry to your discussion forum on Brightspace prior to each class period where reading is assigned.

To start, read the assigned passage. Most of the reading will be from the Banerjee and Duflo book. They are economists. They also won the Nobel Prize, so they can communicate well with

people. You should spend at least one hour doing the reading --- more for theory heavy passages or longer selections. Read actively, as you need to produce a reading analysis that is meaningful and contributes to the discussion.

Your reading journal must reflect close reading and analysis. It should be written to someone who has already read the assigned reading --- this means that you should not summarize the reading, nor should you include any direct quotations. Each reading journal must:

1. Cite passages by page number in the assigned reading.
2. Interpret the reading based on concepts and discussions from class.
3. Ask at least one question that you intend to bring up during class.
4. Provide a connection to at least one outside source that applies the concept in the reading one of the countries in Asia you signed-up to follow for your country comparison.

Evaluation: Submit each reading journal prior to when the reading is due on Brightspace in your assigned discussion forum. I will read and comment on some students' reading journals each class. You will complete a self-assessment of your reading journal throughout the semester. The self-assessment will include the following questions:

1. Describe your process of close reading. When and where do you read? How do you approach the reading? How much time do you spend on the reading? How have your strategies changed and improved since the last assessment? (for assessments two through four)
2. Discuss your engagement with the text including citing passages by page number and making connections to class concepts.
3. Discuss how you have listed questions in your reading journal that you bring up in class.
4. Discuss how you have found and utilized sources related to your assigned country in Asia. Describe how you have brought up those connections during class.
5. Confirm that your reading journals are solely your own work.
6. If you were to evaluate your reading journal with a grade from A to F based on the criteria above, particularly the reading process and journal writing, what grade would you assign and why?

## **Class Engagement**

This course only succeeds if you are engaged and if you encourage others to be engaged. Engagement means being prepared (via the reading journal), being present, and making meaningful contributions. You must actively participate and contribute to each class session.

Evaluation: You will evaluate your class engagement at three points during the semester:

1. Describe how you actively participate in each class session. You must make at least one meaningful comment each class.
2. Discuss your class engagement strategy. How do you decide when to participate and what to contribute? How do you use your reading journal to facilitate meaningful contributions?
3. Reflect on your past class engagement and prospects for the future. What are you doing differently since the start of the semester? Since the last contract assessment? What do you plan to do differently in the future?

4. If you were to evaluate your class engagement with a grade from A to F based on the criteria above, what grade would you assign and why?

### **Discussion Leader and Observation**

You will be responsible for co-leading class discussion with me during class. You will sign-up for class sessions at the beginning of the semester. To prepare for leading the discussion, first, identify the topic for the class session. Then, decide on a way that that topic is reflected in the Seguin community (e.g., what is the quality of education in Seguin?). With this topic in mind, spend at least one hour observing the topic in the Seguin community and talking to at least one person in Seguin who is especially knowledgeable about this topic. After your observation and conversation, prepare a short report as described below. Additionally, prepare a guide for discussion based on the reading assignment. You must be present in class on your discussion leader day.

Short report:

- In a paragraph, describe how you related the class topic to Seguin.
- Summarize the observation you conducted. Be specific: describe data collected and specific observations. Spend several paragraphs discussing these observations.
- Describe who you spoke to and what they said in some detail.
- In several paragraphs, discuss how the observation and discussion connect to the reading assignment.

Discussion guide:

- List at least three questions you would like to discuss based on what you learned in the reading.
- Provide a paragraph description of why you want to discuss the question and what you hope the class learns from the discussion for each question. Reference specific passages from the reading that motivated you to develop each question.
- Identify at least one outside resource (video, news article, report) related to the reading. List it and describe in at least a paragraph how you can incorporate the resource into the discussion.
- Note: The use of PowerPoint slides is prohibited!

Evaluation: Upload your completed assignment as a single file to Brightspace by class time when you are assigned to lead the discussion.

1. Describe how you met the criteria for the short report.
2. Describe how you met the criteria for the discussion guide.
3. If you were to evaluate your discussion materials, what overall grade from A to F would you assign for your work? Why?

### **Country Comparison**

You will sign-up to complete one country comparison assignment. The goal of the assignment is to consider the similarities and differences between the two countries listed on a given class day and how they respond to the topic listed for that day. The two countries are chosen to be relatively different in their approach to the given topic. There are two parts to the assignment.

### Written Analysis:

- Choose one facet, element, or component of the class topic on which to focus. Describe why you made this choice.
- Select a policy or program in each country that aims to address the element you chose above. Explain the policies and describe why you chose each of them.
- Select one community (city, town, or village) in each country where you will discuss the application of your selected policy or program. Explain your choices.
- Discuss how the policy or program applies to the community in each country. Be specific, and demonstrate that you fully understand the policy or program and the community (cite all sources). This part of the written analysis should probably be 1000+ words.

### Discussion:

- Make at least two substantive and meaningful contributions to the class discussion on the day when your written analysis is due.
- These contributions should make clear the connection between your country comparison and the topic being discussed.

Evaluation: Upload your completed written analysis to Brightspace.

1. Describe how you met the criteria for written analysis.
2. Describe how you made two substantive and meaningful connections between your written analysis and the class discussion.
3. If you were to evaluate your country comparison, what overall grade from A to F would you assign for your work? Why?

## **Development Proposal and Debrief**

You will complete the application process to apply for a community development grant using the United Way of San Antonio and Bexar County granting process. To do so, read the grant proposal guide. You will complete three parts of this assignment. Submit the parts to Brightspace; do not actually submit the grant proposal to the United Way.

### Proposal:

- Identify a problem in the Seguin community that you think could be successfully impacted by this grant. Select an organization to represent who works on this problem.
- Select the United Way impact area, indicators, and strategies that best match the problem.
- Complete as many of the questions on the “Request for Proposal Application Outline” on pages 25-27 of the proposal guide (PDF pages 20-23) as feasible.
  - Conduct your own research to best answer the questions (and cite your sources), but do not contact the organization unless I approve you doing so.
  - Follow any length requirements in the proposal application document.
- Submit a professional looking document with sections clearly labelled (at a minimum for organizational capacity, program overview and design, program budget, and performance measures and evaluation). The document should be ready to be scored using the application scoring rubric.

Presentation:

- Create a one slide summary that encapsulates your entire proposal. Prepare a two-minute description to sell your proposal using your slide.
- Be prepared to answer questions about your proposal and presentation.

Debrief:

- Score each of the proposals using the application scoring rubric. This is perhaps best formatted as a spreadsheet with the criteria in rows and two columns for each proposal: the points scored and an explanation for why that number of points was awarded.
- Include a written narrative summary that describes why you scored different proposals higher or lower.
- Create a table listing your allocations for a maximum of \$5 million to the proposals based on the application scoring rubric.

Evaluation: Upload these assignments to Brightspace

1. Describe how you met the criteria for the proposal including selecting a reasonable problem in the Seguin community, an appropriate organization to address the problem, and answering the proposal questions in a professional way.
2. Describe how you met the criteria for the one slide summary and two minute description.
3. Describe how you scored each application using the scoring rubric and how you decided to allocate funding based on the rubric evaluations.
4. If you were to evaluate your proposal, presentation, and debrief, what overall grade from A to F would you assign for your work? Why?

## Time Log

Along with your engagement and participation during class, this course will require a significant time investment on the project outside of class. You will often be assigned or volunteer to complete tasks either individually or as a team. Record all out-of-class time spent working on the project in your time log. **Only hours spent working on the project count for the time log (i.e., annotations, other assignments, and completing the time log itself do not count for the time log).**

Your time log should include the following components:

1. Date and time: List the date and start and end time.
2. Hours spent: List the hours spent. Be sure to have and update a “total hours” entry at the top of your time log as shown in the example.
3. Task description: Brief description of the task you were working on. If you work on multiple tasks during the same period, break up each task into a different entry.
4. Your role: At least one sentence description of what you were doing.
5. Discussion: At least two sentence description of the importance of what you were doing and/or the relationship between your task and the broader project.

There is a folder on the shared class folder where you will update your time log. Please create time log entries in the file with your name on it. Here is an example time log entry:

Total Hours: 25
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Date and Time	Hours Spent	Task Description	Your Role	Discussion
January 25, 4-4:45	0.75	Work on R code	I ran linear regression models in R.	I was assigned to run linear regression models in R based on the specification for the model we described in class. I ran those models and created an output file in our folder with the result. None of the models have statistically significant IVs of interest. This was surprising because I expected that one particular IV would be statistically significant. The next step is to run a different set of models that I have written code for in the R code file.

Evaluation: Satisfactory time logs contain a full description of your role and an appropriate discussion. They demonstrate sufficient effort put into the project and initiative taking to work on project assignments.

## Contract Grading

This course uses a contract grading system that is self-assessed, meaning that you will evaluate how well you fulfilled your contract at several points throughout the semester. At the beginning of the semester, you will review the contract options and commit to a contract you are interested in fulfilling. You will then complete assignments and measure your progress toward the contract before providing a final contract narrative evaluation at the end of the semester. There are two contract grade options in this course: “A” and “B.” “F” is an absence of satisfactory work to warrant passing the course. You must submit all contract evaluations.

You will complete the contract self-assessment at four points throughout the course. To complete the self-assessment:

1. Review your contract and the standards associated with each item in the contract.
2. Review the schedule you outlined for yourself. Ensure that all portfolios are completed on Brightspace and the time log is updated on the shared folder by the date of the contract self-assessment.
3. Access the contract self-assessment form on Brightspace.
  - a. Complete the table based on the contract you outlined for yourself.
  - b. Complete the individual contract item assessment.
  - c. Write an overall assessment of your progress thus far in the course. The assessment section should be at least 250 words long. The final overall assessment should be at least 750 words long and should include a full discussion of your performance throughout the entire course including whether you fulfilled the entire contract. The assessment should answer the following questions:
    - i. Have you completed the items in the contract you specified you would complete by this particular date?
    - ii. Do you feel that you are making adequate progress toward completing the contract? What are areas you are excelling in? What are areas that you could improve?

- iii. List actionable steps you are going to take to improve your work during the course. Evaluate your progress in fulfilling those steps at the next contract self-assessment.
  - iv. If you are not fulfilling your contract, what extra work are you going to do to make-up for it? Propose what you think is reasonable, but you then must meet with me during student office hours to discuss your plan, and I must approve it.
4. Submit the assessment to Brightspace by class time on the day it is due.

**Pols 432 Initial Contract**

My name is \_\_\_\_\_. I am working to complete a(n) \_\_\_\_\_ contract in this course by fulfilling all of the items listed in the contract. I commit to the following:

	“A” Contract	“B” Contract	“F”
Reading Journals	Complete at least 15 reading journals of the 18 possible	Complete at least 12 reading journals of the 18 possible	Complete fewer than 12 reading journals of the 18 possible
Reading	Spend at least one hour reading	Spend at least 40 minutes reading	Spend less than 40 minutes reading
Attendance	Miss no more than 3 classes	Miss no more than 5 classes	Miss more than 5 classes
Class Engagement	Ask questions and participate <u>in each</u> class. Uses electronic devices appropriately	Ask questions and participate <u>in each</u> class. Uses electronic devices appropriately	Does not participate in class. Fails to use electronic devices appropriately
Discussion Leader and Observation	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Miss an assignment or evaluate yourself lower than a “B”
Country Comparison	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as an “A” or “B” on this assignment	Evaluate yourself as lower than a “B” on this assignment
Development Proposal and Debrief	Evaluate yourself as an “A” on this assignment	Evaluate yourself as a “B” on this assignment	Evaluate yourself lower than a “B” on this assignment
Time Log	Satisfactory time log with at least 28 hours	Satisfactory time log with at least 20 hours	Unsatisfactory time log with fewer than 20 hours

To help keep me on track throughout the semester and to ensure that other students have an opportunity to benefit from learning from my work, I commit to completing the following by these contract evaluations:

	Contract 1	Contract 2	Contract 3	Contract 4 “A” Contract	Contract 4 “B” Contract
Reading Journals	INSERT NUMBER	INSERT NUMBER	INSERT NUMBER	15 (out of 18 assigned)	12 (out of 18 assigned)

	HERE (out of 4 assigned)	HERE (out of 8 assigned)	HERE (out of 14 assigned)		
Time Log	INSERT NUMBER HERE	INSERT NUMBER HERE	INSERT NUMBER HERE	28+	20+

These are a few sentences describing why I have decided to commit to this particular contract:  
COMPLETE THIS

## Course Policies:

- General:
  - You agree to the provisions in the Common Syllabus, available on Brightspace.
  - All assignments are to be turned in on Brightspace and are due at class time on the date indicated unless otherwise noted.
  - You are responsible for ensuring that your assignments submit to Brightspace successfully and that the file you submitted can be displayed. All file submissions except the class notes must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats cannot be read by Brightspace.
  - Should you have an accommodation, please meet with me during the first two weeks of classes, either during office hours or by appointment, to discuss.
- Plagiarism:
  - Citations must be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science. The APSA style manual is posted on Brightspace.
    - Book format: Grace, Philip. 2016. *Affectionate Authorities: Fathers and Fatherly Roles in Late Medieval Basel*. London: Routledge.
    - Journal article format: Walsh, Germaine Paulo. 2002. "Is Jane Austin Politically Correct? Interpreting Mansfield Park." *Perspectives on Political Science* 31(1): 15-26.
    - In-text citation format: Professors at TLU are doing interesting research (Grace 2016; Walsh 2002).
  - Plagiarism, including inappropriate attribution, is an Academic Honesty Violation and is grounds for failure from the course.
    - Always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to talk to me if you are unsure whether or how to cite a source.
    - You can use the Turnitin draft coach on Word Online to run a Turnitin report.
    - Wikipedia is not an appropriate academic source.
    - Artificial intelligence tools will be of little help in this course. Only tools that assist with brainstorming concepts or basic spelling and grammar are allowed in this course. If you use one of these tools, you must cite it. All work must be wholly your own, and sentences must be constructed without assistance. All other uses are Academic Honesty Violations.
- Student Office Hours:

- Student office hours are a time for you to come by to speak with me without an appointment. Please come by to see me early in the semester. I am happy to discuss your progress in the course, political science topics, and potential career paths. These student office hours are for you; please do not feel like you are imposing by stopping by. If you want to come by but don't know what to ask, ask me about my favorite place to travel to!
- Technology:
  - We will use technology in class. As a result, you are expected to bring a laptop, tablet, or smartphone to each of our class sessions (laptop or tablet preferred). If you will not have regular access to one of these devices, you can borrow a laptop from the library, use a classmate's laptop, or speak with me and we will work out an alternative approach.
  - You are expected to use your devices for class purposes only. Using your device in other ways is distracting to other students, and I reserve the right to deduct up to 10% of your final grade or to drop you from the class in serious cases.
  - Taking photos, recording audio/video of class, or distributing any class materials is not permitted.
- Attendance:
  - I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible and attend class as much as possible. Accordingly, **you do not need to let me know when you will be absent** unless it is a university sponsored absence. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Brightspace, and to come speak with me during student office hours if you have questions.
  - Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the semester. 6 or more absences result in automatic failure from the course.**
- Late Work:
  - All assignments in this course are most relevant to you and to the rest of the students if they are turned in the day that they are due. As such, assignments will only be accepted late if prior arrangements for an extension have been made.
  - Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.
- Grading:
  - Everyone can succeed in this course, and it is my goal to help you do so! Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well.
  - Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.

- If you are concerned about a grade you receive, please discuss it with me. I am happy to discuss how you can improve in future work.
- I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs.
- Failing to complete a self-assessment results in a zero for the assignments graded on the self-assessment.
- **Checking Your Grade:**
  - You can always check your grade in the course by looking at the Grades tab. Be sure to view all rubric feedback on graded items.
  - The course grade reflects the points you have earned thus far in the course (starting at 0 points). You can calculate your estimated final grade using the grade estimator spreadsheet on Brightspace.
- **Contacting Me:**
  - E-mail is the best way to contact me outside of student office hours. Please do not use Brightspace Messages, as I am unlikely to see your message promptly. You can call my office phone, but my e-mail response time is likely to be quicker.
  - I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM, Monday through Friday. While I understand students work outside of these hours, please plan ahead to give me time to respond.
  - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.
  - Often, e-mail is best used to set-up an individual meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
  - Please treat e-mails as professional correspondence. E-mails may only come from your tlu.edu e-mail address and should include a salutation (e.g., Dear Dr. O'Brochta), a clear message, and a signature with your name and the class you are enrolled in.